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Colorado's Unified Improvement Plan for Schools for 2011-12

Organization Code: 2690   District Name: PUEBLO CITY 60   School Code: 8143   School Name: Spann Elementary   SPF Year: 2011 Accountable by: 1-year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 – Adequate Yearly Progress (AYP) – and state accountability expectations – School Performance Framework (SPF) data. Columns highlighted in <mark>yellow</mark> indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations			'10-11 School Results		Meets Expectations?
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		1-year	3-years	1-year	3-years	Overall Rating for Academic Achievement: **Does Not Meet** * Consult your SPF for the ratings for each content area at each level.
		Reading	71.6%	72.0%	39.8%	39.9%	
		Math	70.9%	70.1%	36.4%	32.2%	
		Writing	53.5%	54.8%	23.9%	21.6%	
		Science	47.5%	45.5%	6.9%	6.1%	
	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: 19			% of targets met by School: **100%**		Reading **Yes** Math **Yes**
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 51	Median SGP 45/55	Median SGP: 39		Overall Rating for Academic Growth: **Approaching** * Consult your SPF for the ratings for each content area at each level.
		Math	72	45/55	Median SGP: 49		
		Writing	61	45/55	Median SGP: 48		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/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.

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

Performance Indicators	Measures/ Metrics	'10-11 Federal and State Expectations				'10-11 School Results				Meets Expectations?
			RDG	Math	Writ		RDG	Math	Writ	
Academic Growth Gaps	Median Student Growth Percentile 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.	Free/Reduced Lunch	53	72	62	Free/Reduced Lunch	39	47	47	Overall Rating for Growth Gaps: **Approaching**
		Minority	53	73	61	Minority	39	45	50	
		Students with Disabilities	-	-	-	Students with Disabilities	-	-	-	
		English Language Learners	-	-	-	English Language Learners	-	-	-	
		Students Needing to catch up	66	82	82	Students Needing to catch up	52	53	51	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 17, 2012 to be uploaded on SchoolView.org. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be available in November 2011.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	School Improvement Year 1	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district 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. An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. The Quality Criteria is another good reference to ensure all requirements are met.

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		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	☐ Targeted Assistance ☑ Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☑ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	Yes, awarded September 16, 2011
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	SST Review conducted March 2011
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.	

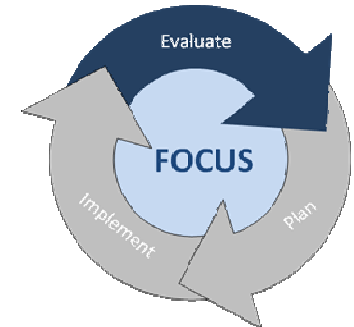### Improvement Plan Information

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

☑ State Accountability   ☑ Title IA   ☑ Tiered Intervention Grant   ☐ School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Tammy Neal
	Email	tammy.neal@pueblocityschools.us
	Phone	(719)253-6115
	Mailing Address	Spann Elementary 2300 East 10th Street Pueblo, CO 81001

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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. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.

Evaluate

FOCUS

Implement   Plan

Worksheet: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year's plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)	Target met? How close was school in meeting the target?	
Academic Achievement (Status)	By the end of 2010-2011 school year, **50%** of the students (grades 3-5) will score proficient or advanced on Standard 1 on **Reading** CSAP.	Yes for 3rd - 2% above (52%) No for 4th - 12% below (38%) No for 5th - 21% below (29%)	**Strength:** Provides targets set in previous year's plan and identifies progress toward the targets. Specifies by how much targets were met and/or how far the school was from meeting identified targets.
	By the end of 2010-2011 school year, **50%** of the students will score proficient or advanced overall on **Math** CSAP.	No for 3rd – 17% below (33%) Yes for 4th – 4 % above (54%) No for 5th – 24% below (26%)	
	By the end of 2010-2011 school year, **35%** of the students will score proficient or advanced overall on **Writing** CSAP.	No for 3rd – 22% below (13%) Yes for 4th – 3% above (38%) No for 5th – 12% below (23%)	
	By the end of 2010-2011 school year, **20%** of the students will score proficient or advanced overall on **Science** CSAP.	No for 5th – 11% below (9%)	

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Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)	Target met? How close was school in meeting
Academic Growth	By the end of the 2010-11 school year, the Median Student Growth Percentile in **Reading** will be **55**.	**Did Not Meet**. The school was <u>**16 percentile**</u> points away from meeting this target. (**39** current results) – (Note: 1-39 is Does Not Meet)
	By the end of the 2010-11 school year, the Median Student Growth Percentile in **Math** will be **55**.	**Approaching**. The school was <u>**6 percentile**</u> points away from meeting this target. (**49** current results) – (Note: 40-54 is Approaching)
	By the end of the 2010-11 school year, the Median Student Growth Percentile in **Writing** will be **55**.	**Approaching**. The school was <u>**7 percentile**</u> points away from meeting this target. (**48** current results) - (Note: 40-54 is Approaching)
Academic Growth Gaps	By the end of 2010-2011 school year, the median growth percentile for **all** subgroups in **Reading** will be the **55th** percentile.	Free/reduced lunch eligible Did **Not Meet**. The school was <u>**6 percentile**</u> points away from meeting this target. (**39** current results) - (Note: 1-39 is Does not Meet) Minority students - **Did Not Meet**. The school was <u>**6 percentile**</u> points away from meeting this target. (**39** current results) - (Note: 1-39 is Does not Meet) Students with disabilities - <20 English Language Learners - <20 Students below proficient – **Approaching.** The school was <u>**3 percentile**</u> points away from meeting this target. (**52** current results) - (Note: 40-54 is Approaching)
	By the end of 2010-2011 school year, the median growth percentile for **all** subgroups in **Math** will be the **55th** percentile.	Free/reduced lunch eligible – **Approaching.** The school was <u>**8 percentile**</u> points away from meeting this target. (**47** current results) - (Note: 40-54 is Approaching) Minority students – **Approaching.** The school was <u>**10 percentile**</u> points away from meeting this target. (**45** current results) - (Note: 40-54 is Approaching) Students with disabilities - <20 English Language Learners - <20 Students below proficient – **Approaching.** The school was <u>**2 percentile**</u> points away from meeting this target. (**53** current results) - (Note: 40-54 is Approaching)
	By the end of 2010-2011 school year, the median growth percentile for **all** subgroups in **Writing** will be the **55th** percentile.	Free/reduced lunch eligible – **Approaching.** The school was <u>**8 percentile**</u> points away from meeting this target. (**47** current results) - (Note: 40-54 is Approaching) Minority students – **Approaching.** The school was <u>**5 percentile**</u> points away from meeting this target. (**50** current results) - (Note: 40-54 is Approaching) Students with disabilities - <20 English Language Learners - <20 Students below proficient – **Approaching.** The school was <u>**4 percentile**</u> points away from meeting this target. (**51** current results) - (Note: 40-54 is Approaching)

Analysis

...supports planning teams in recording and organizing observations about ... trends for all of the four performance indicators using at least three years of data. Prioritize the ... and improvement planning efforts in the remainder of the plan will be aimed at addressing the ... recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Reading** The percent of **3rd** grade students who scored proficient or advanced on Reading CSAP **increased then decreased** from **44%** to **55%** to **52%** between 2009-2011 The percent of **4th** grade students who scored proficient or advanced on Reading CSAP **decreased then increased** from **37%** to **31%** to **38%** between 2009-2011 The percent of **5th** grade students who scored proficient or advanced on Reading CSAP **decreased** from **36%** to **33%** to **29%** between 2009-2011	Reading achievement in 3rd grade is unstable over the past 3 years is persistently less than 55% Reading achievement in grades 4 and 5 in all groups over the past 3 years is persistently less than 40%	**Reading** Lack of quality reading instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meets the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)
	Math The percent of **3rd** grade students who scored proficient or advanced on Math CSAP **increased then decreased** from **28%** to **58%** to **33%** between	Math achievement across all grades and groups over the past 3 years is unstable and persistently less than 55%	**Math** Lack of quality math instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional

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Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	2009-2011 The percent of **4th** grade students who scored proficient or advanced on Math CSAP **decreased then increased** from **36%** to **27%** to **54%** between 2009-2011 The percent of **5th** grade students who scored proficient or advanced on Math CSAP **decreased then increased** from **23%** to **15%** to **26%** between 2009-2011	**Area of Improvement:** Given that the trends show fluctuations over the past three years, consider looking at overall school achievement rather than by cohort (grade level). Include an explicit statement indicating whether the school met state expectations in order to highlight prioritized performance challenges and to identify the magnitude of the trends. The school's most notable trends are not that there were fluctuations in achievement and growth from year to year, but that both academic achievement and academic growth are substantially lower than state expectations in all content areas.	development Lack of student exposure to academic vocabulary Lack of use of assessment data to make informed instructional decisions Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies Clear grade-level performance expectations are not driving learning outcomes or lessons Lack of knowledge of how under resourced learners acquire and maintain information
	Writing The percent of **3rd** grade students who scored proficient or advanced on Writing CSAP **increased then decreased** from **20%** to **38%** to **13%** between 2009-2011 The percent of **4th** grade students who scored proficient or advanced on Writing CSAP **decreased then increased** from **24%** to **13%** to **38%** between 2009-2011 The percent of **5th** grade students who scored proficient or advanced on Writing CSAP **decreased then increased** from **21%** to **10%** to **23%** between 2009-2011	Writing achievement across all grades and groups over the past 3 years is persistently less than 40%	**Writing** Students have not received sufficient time and effective writing instruction as evidenced by: ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing
	Science The percent of **5th** grade students who scored proficient or advanced on Science CSAP **increased then decreased** from **10%** to **3%** to **9%** between 2009-2011	Science achievement across all grades and groups over the past 3 years is persistently less than 10%	**Science** Lack of instruction in science in all grade levels

Area of Improvement: Although performance significantly below state expectations in all content areas is implied, consider stating this explicitly so that this performance challenge can be directly addressed.

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Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Growth	**Strength:** Specifies *at least one* priority performance challenge for every indicator (i.e., achievement, growth, growth gaps, post-secondary/workforce readiness) for which the school did not meet state expectations (e.g., approaching, did not meet on SPF). **Reading** The median growth percentile of **4th** and **5th** grade students in reading **increased** from **11** to **28** to **39** as measured by CSAP between 2009-2011 The median growth percentile of **4th** grade students in reading **increased** from **10** to **31** to **44** as measured by CSAP between 2009-2011 The median growth percentile of **5th** grade student in reading **increased** from **11** to **25** to **39** as measured by CSAP between 2009-2011 **Area of Improvement:** Includes numerous performance challenges. Consider narrowing the number by looking for overall trends in your data, combining those that are similar, and then prioritizing the list. The school has two clear performance challenges: overall student achievement significantly below state expectations and *"Minority and Free and Reduced Lunch students which make up 96% of the population are not growing at a rate to catch their peers. The median growth percentile is persistently less than 40 and 53 is needed to demonstrate adequate growth."* **Math** The median growth percentile of **4th** and **5th** grade students in Math **increased** from **13** to **30** to **48** as measured by CSAP between 2009-2011 The median growth percentile of **4th** grade students in Math **increased** from **13** to **34** to **42** as measured by CSAP between 2009-2011 The median growth percentile of **5th** grade student in Math **increased** from **19** to **15** to **52** as measured by CSAP between 2009-2011	Academic Growth in Reading across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **45** and **51** is needed to demonstrate adequate growth Academic Growth in Math across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **52** and **72** is needed to demonstrate adequate growth	**Reading** Lack of quality reading instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meets the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.) **Math** Lack of quality math instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of student exposure to academic vocabulary ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons ▪ Lack of knowledge of how under resourced learners acquire and maintain information

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**Writing** The median growth percentile of **4th** and **5th** grade students in Writing **increased** from **5** to **25** to **49** as measured by CSAP between 2009-2011 The median growth percentile of **4th** grade students in Writing **increased** from **5** to **30** to **47** as measured by CSAP between 2009-2011 The median growth percentile of **5th** grade student in Writing **increased** from **5** to **18** to **51** as measured by CSAP between 2009-2011	Academic Growth in Writing across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **50** and **61** is needed to demonstrate adequate growth	**Writing** Students have not received sufficient time and effective writing instruction as evidenced by: ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing
	Reading – Minority-The median growth percentile of **Minority** students in reading **increased** from **8** to **27** to **39** as measured by CSAP between 2009-2011**(Does not Meet- Achieved 39 needed 53)** **Reading- Free and Reduced -** The median growth percentile of **Free/Reduced Lunch Eligible** students in reading **increased** from **11** to **28** to **39** as measured by CSAP between 2009-2011 **(Does Not Meet – Achieved 39 Needed 53)** **Reading- Percent of Students Catching Up -** The percent of **Students needing to Catching Up** in reading **increased then decreased** from **19** to **28** to **24** as measured by CSAP between 2009-2011 **(Approaching – Achieved 52 Needed 66)**	Academic Growth Gaps in Reading across all grades and groups over the past 3 years is showing growth; however, Minority and Free and Reduced Lunch students which make up 96% of the population are not growing at a rate to catch their peers the median growth percentile is persistently less than **40** and **53** is needed to demonstrate adequate growth	**Reading** Lack of quality reading instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meets the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)
	Math – Minority-The median growth percentile of **Minority** students in Math **increased** from **5** to **24** to **45**	Academic Growth Gaps in Math across all grades and groups over the past 3 years is	**Math**

Strength: Identifies priority disaggregated groups for Academic Growth Gaps based on analysis of performance trends and specifies a critical performance challenge for the school: *"Minority and Free and Reduced Lunch students which make up 96% of the population are not growing at a rate to catch their peers. The median growth percentile is persistently less than 40 and 53 is needed to demonstrate adequate growth."*

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Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	as measured by CSAP between 2009-2011**(Approaching – Achieved 45 Needed 73)** **Math- Free and Reduced -** The median growth <u>percentile</u> of **Free/Reduced Lunch Eligible** students in Math **increased** from **5** to **25** to **47** as measured by CSAP between 2009-2011**(Approaching – Achieved 47 Needed 72)** **Math- Percent of Students Catching Up -** The <u>percent</u> of **Students needing to Catching Up** in Math **increased then decreased** from **8** to **6** to **25** as measured by CSAP between 2009-2011**(Approaching – Achieved 53 Needed 82)**	showing growth; however, the median growth percentile is persistently less than **47** and **73** is needed to demonstrate adequate growth	Lack of quality math instruction as evidenced by: ▪ Lack of on-going highly effective job-embedded professional development ▪ Lack of student exposure to academic vocabulary ▪ Lack of use of assessment data to make informed instructional decisions ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Clear grade-level performance expectations are not driving learning outcomes or lessons ▪ Lack of knowledge of how under resourced learners acquire and maintain information
	Writing – Minority-The median growth <u>percentile</u> of **Minority** students in Writing **increased** from **16** to **27** to **50** as measured by CSAP between 2009-2011**(Approaching – Achieved 47 Needed 62)** **Writing- Free and Reduced -** The median growth <u>percentile</u> of **Free/Reduced Lunch Eligible** students in Writing **increased** from **13** to **29** to **47** as measured by CSAP between 2009-2011**(Approaching – Achieved 50 Needed 61)** **Writing- Percent of Students Catching Up -** The <u>percent</u> of **Students needing to Catching Up** in Writing **increased then decreased** from **18** to **14** to **25** as measured by CSAP between 2009-2011**(Approaching – Achieved 51 Needed 69)**	Academic Growth Gaps in Writing across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **50** and **67** is needed to demonstrate adequate growth	**<u>Writing</u>** Students have not received sufficient time and effective writing instruction as evidenced by: ▪ Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies ▪ Lack of common curriculum/program for writing ▪ Lack of common assessments to continually inform instruction ▪ Lack of professional development in writing

Strength: Uses median growth percentiles to identify growth gaps for disaggregated groups. Consider going one step further and using the difference between the median growth percentile and the median adequate growth percentile as the basis for determining growth gaps for these groups.

...sis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Data Narrative for School

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?	Root Cause Analysis: Why do we think our school's performance is what it is? How did we determine that?	Verification of Root Cause: What evidence do we have for our conclusions?

Spann's leadership team prioritized the needs of our school by collecting and analyzing three years of data related to Academic Achievement, Academic Growth, and Academic Growth Gaps. In addition, we included data from the following sources: Intervention group data, effective use of Core Instructional time, and the Diagnostic Review Report conducted by the Colorado Department of Education in March of 2011.

The data included not only CSAP results, but also results from district-administered assessments (DIBELS, Galileo), and CELA pro results. Trends in achievement and growth were consistent across all measures.

Spann's Leadership team is a representative group consisting of classroom teachers PreK-grade 5, an instructional coach, an ESS teacher and an ELL teacher. Input from other teachers not on the team when the data was presented to the entire staff added an additional layer of information. Spann's Unified Improvement Plan was discussed and reviewed by Spann's School Accountability Committee. Although our SAC was included of the review of the Unified Plan, there was not a great deal of input on the components of the plan due to the fact that our SAC is new this year.

The Leadership team began the Unified Plan process by reviewing the Unified Plan for the 2010-2011 school year and carefully reviewing last year's targets to determine if they were achieved. Spann Elementary was unsuccessful in reaching all established targets in **achievement** for the 2010-2011 school year. 3rd grade met the target for reading, 4th grade met targets in only Math and Writing and 5th grade did not meet any targets. In regard to **growth**, Spann **Did not meet** growth targets in the area of reading. Spann did make significant improvements in writing and math moving to **Approaching** in **all** areas of **growth** and **growth gaps** across all disaggregated groups.

Trend Analysis:

Trends in **achievement** were consistent across ALL measures; Spann's achievement is **very low** across all grade levels with the highest achievement occurring in 4th grade math with 54% of students scoring proficient and advanced. All other achievement scores are below 54% with the lowest achievement score in science with 6% of students scoring proficient.

Trends in **growth** show a steady increase in the median growth percentile for all content areas.

Spann made AYP in Reading and Math for the 2010-2011 school year.

Performance Challenges:

Achievement is at the root of performance challenges for Spann. Reading achievement in 3rd grade is unstable over the past 3 years is persistently less than 55%. Reading achievement in grades 4 and 5 in all groups over the past 3 years is persistently less than 40%. Math achievement across all grades and groups over the past 3 years is unstable and persistently less than 55%. Writing achievement across all grades and groups over the past 3 years is persistently less than 40%. Science achievement across all grades and groups over the past 3 years is persistently less than 10%. Achievement is the highest priority for Spann in the areas of

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Reading, Writing, Math, and Science. The belief is that if we improve achievement we will improve growth for all students.

Spann is showing growth due to the fact that achievement is so low in 3rd grade. Academic Growth in Reading across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **45** and **51** is needed to demonstrate adequate growth. Academic Growth in Math across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **52** and **72** is needed to demonstrate adequate growth. Academic Growth in Writing across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **50** and **61** is needed to demonstrate adequate growth. Academic Growth Gaps in Reading across all grades and groups over the past 3 years is showing growth; however, Minority and Free and Reduced Lunch students which make up 96% of the population (and consist of the same students) are not growing at a rate to catch their peers the median growth percentile is persistently less than **40** and **53** is needed to demonstrate adequate growth. Academic Growth Gaps in Math across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **47** and **73** is needed to demonstrate adequate growth. Academic Growth Gaps in Writing across all grades and groups over the past 3 years is showing growth; however, the median growth percentile is persistently less than **50** and **67** is needed to demonstrate adequate growth.

Root Cause Analysis:

The team at Spann took much time in examining and assessing the root causes which have resulted in the lack of achievement in Reading, Writing, Math, and Science at Spann Elementary. In March of 2011, the Department of Education conducted a diagnostic review which also assisted in defining the root causes. Data from both the school level and the diagnostic review support the following root causes:

Across all content areas there is lack of high quality instruction as founded by:

- Lack of on-going highly effective job-embedded professional development
    - "Embed instruction PD into each classroom with coaching, feedback, follow-up and monitoring.

Strength: Describes the root causes of identified priority performance challenges.

- Lack of use of assessment data to make informed instructional decisions
    - "Teachers do not have routine knowledge or skills for using assessments to monitor and adjust instruction."
    - "The use of rubrics appears to be limited to the area of writing and it is variable as far as application."
    - "Data is posted but not used to make instructional decisions."
- Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies
    - "Learning targets are rarely posted."
    - "Active participation strategies designed to engage multiple students in classroom responses are not commonly evident. Thus student engagement is limited."
    - "Higher levels of questioning and depth of knowledge are rarely seen past a level 1."
- Clear grade-level performance expectations are not driving learning outcomes or lessons
    - "Grade level performance is not clearly understood or articulated throughout the school"
- Lack of knowledge of how under resourced learners acquire and maintain information

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- o "Staff do not understand how under-resourced learners learn"
- o "High expectations of under resourced learners is sporadic throughout the school"
- ▪ Lack of student exposure to academic vocabulary
  - o "Development of background knowledge and vocabulary is sometimes occurring in lessons."
  - o "Teach science and social studies to ensure students develop background knowledge and academic vocabulary."

In addition there is a limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meets the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)

- ▪ "A heavy emphasis is placed on Intervention instead of Tier I instruction."
- ▪ "Replacement behaviors are not taught to student"
- ▪ "Clear definitions of learner behaviors are not evi..."
- ▪ "One type of intervention is offered for Reading"

Area for Improvement: Consider more fully describing the process used to prioritize performance challenges and identify and verify root causes. Clearly identifying the process by which decisions are made allows staff to determine whether decision making strategies were sufficient to clearly identify the school's priority performance challenges, their magnitude, the root causes, and how they should be addressed.

Verification of Root Causes:

This year, our on-site review and data supported all of our root causes. We did not experience a large turn-over in staff and all returning members of the team were present at the roll-out provided by the Colorado Department of Education. The (TELL Survey) was also utilized as an additional source of data. The TELL survey also clearly pointed to instruction, use of assessment data, and professional development.

School Profile

Strength: Provides background on the school through a School Profile.

Staff Configuration: The Spann administrative team consists of one instructional leader, a half time counselor and one administrative secretary. The instructional staff at Spann consists of 15 classroom teachers encompassing two teachers per grade level across K-5 and 3 PreK teachers. The support staff consists of the following staff members: exceptional student services teacher, one English as a Second Language instructor, a part-time media specialist, one physical education teacher as well as vocal music instructor, interventionist, and an instructional coach. At this time according to the NCLB criteria we are in compliance as 100% of our teachers are considered to be Highly Qualified. Currently, 60% of the teachers have less than three years of experience.

School Process Data: Instructional Program K-5:

The core program for reading consists of Imagine It! Literacy Series. Supplemental programs consist of Developing Metacognition, and Developing Accuracy and Fluency. A Building Leadership Team consisting of a representative group of classroom teachers, support staff and administration meet bi-monthly to evaluate program effectiveness.

The core math program utilized is Scott-Forseman/Addison Wesley. The primary intervention program is Navigator.

Behavior Support:

A comprehensive multi-tiered behavior support program is in place at Spann. Specific Behavior expectations are clearly established, defined, taught to students and prominently displayed throughout the school. The school-wide behavior expectations are defined as P.O.W.E.R.. P- Pride, O – Ownership, W – Work, E – Excellence and R- Respect. Students are recognized for adhering to these school-wide expectations. Students receive signatures on their POWER tickets that

once filled out every student receives a prize of their choice. A disciplinary infraction policy is in place for students who are in violation of school and classroom rules. Data regarding disciplinary infractions, referrals and suspensions is collected and analyzed by the Positive Behavior Support Team. The team meets monthly to review data and make program improvements. Spann was effective in reducing the number of referrals from 138 in 09-10 to 60 in 2010-2011 resulting in a 43% reduction in referrals. Spann was also effective in reducing the number of out of school suspensions from 29 in 09-10 to 13 in 2010-2011 resulting in a 44% reduction in out of school suspensions. Spann has also implemented Second Step, a Violence Prevention Curriculum in grades 1-5 and Incredible years in grades PreK and K. Our most at risk students receive mentoring through our mentoring program.

Support Services (Exceptional Student Services, English as a Second Language):
Spann provides specialized individual services in the area of English as a Second Language, Gifted and Talented, as well as Exceptional Student Services (SLD) for those students who have been identified. Each student that is identified has a tailored Individualized Education Plan that ensures the services are provided in direct alignment with the identified student educational goals.

Early Childhood Programs (Preschool & Kindergarten):
Spann believes in preventative intervention as a means for closing the achievement gap and therefore, works in collaboration with Early Childhood Department. Spann provides three full day preschool programs. Two classrooms are designated 4 year old programs and the other classroom is a full day 3 year old program. These classrooms serve 16 students each for a total of 48.

Student Characteristics

Student Demographics:
Student enrollment at Spann is approximately 261 students in grades PreK-5. Nearly 85% of the student population at Spann are minority, predominately of Hispanic dissent, 14% are White, 1% African American. Ninety-four percent (94%) of all students at Spann qualify for free lunch. This percentage (94%) reflects the highest average in the district of students who are eligible for the free lunch program. In 2010-2011, Spann had an attendance average of 91% and a mobility rate of nearly 57%. Both attendance and mobility continue to present great challenges for Spann.

English as a Second Language:
About 20% of the students of the students at Spann speak English as a second language. Twenty percent (7%) of these students speak very limited English with the rest of the students demonstrating an intermediate or advanced level of language proficiency. The native language for all ESL students is Spanish.

Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Area of Improvement: The targets are ambitious, but may not be attainable. Consider identifying how much the targets must increase each year in order for students to be proficient within four years and create more incremental targets. (e.g., "*Current proficiency in elementary reading is 39.8% and expected proficiency is 71.6%. Incremental targets would be 48% in 2012, 57% in 2013, 65% in 2014, and 71.5%-72% by 2015.*") A primary goal of dramatic change is to bring about significant improvements in results in the short-term (generally the first two years), followed by continued incremental, long-term change.

Strength: Provides interim measures for each annual target, identifies the frequency of administration for each Interim measure, and specifies metrics associated with each interim measure. (E.g., "*Increase the percent of students scoring Benchmark at each administration by 5% …Reduce the number of students scoring Intensive by 3%.*")

School Target Setting Form

Strength: Specifies the measure (TCAP) and metric (e.g., % proficient or advanced, %) for each target.

Perf	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura / R	Reading achievement in 3rd grade is unstable over that past 3 year is persistently less than 55% Reading achievement in grades 4 and 5 in all groups over that past 3 year is persistently less than 40%	**By the end of the 2011-2012 SY: The overall percent of students scoring proficient and advanced in grades 3, 4, and 5 will be 57.8%** Proficiency Increase by 10%, Unsatisfactory Decrease by 10% • By the end of the 2011-2012 school year, 62% of all 3rd grade, 48% of 4th grade students, and 39% of all 5th grade students at Spann will score proficient or advanced on the reading TCAP; • By the end of the 2011-2012 school year, the number of students scoring unsatisfactory on reading TCAP in 3rd grade will decrease to 5%, 4th grade to 5% and 5th grade to 7%.	**By the end of the 2012-2013 SY: The overall percent of students scoring proficient and advanced in grades 3, 4, and 5 in Reading will be 75.8%** Proficiency Increase by 10%, Unsatisfactory Decrease by 10% • By the end of the 2012-2013 school year, 72% of all 3rd grade, 58% of 4th grade students, and 49% of all 5th grade students at Spann will score proficient or advanced on the reading TCAP; • By the end of the 2012-2013 school year, the number of students scoring unsatisfactory on reading TCAP in 3rd grade will decrease to 1%, 4th grade to 1% and 5th grade to 1%.	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% DIBELS Next (Administered 3 times during the school year) ▪ Increase the percent of students scoring Benchmark at each administration by 5% Reduce the number of students scoring Intensive by 3% ▪ Benchmark Assessments increase the number of students on track by 3% each administration	**Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
	M	Math achievement across all grades and groups over that past 3 year is unstable and persistently less than 55%	**By the end of the 2011-2012 SY: The overall percent of students scoring proficient and advanced in grades 3, 4, and 5 will be 53.4%** Proficiency Increase by 10%, Unsatisfactory Decrease by 10% ▪ By the end of the 2011-2012 school year, 43% of all 3rd grade, 24% of 4th grade students, and 35% of all 5th grade students at Spann will score proficient or advanced on the math TCAP; • By the end of the 2011-2012 school year, the number of students scoring unsatisfactory on math TCAP in 3rd grade will decrease to 14%, 4th grade to 3% and 5th grade to 21%.	**By the end of the 2012-2013 SY: The overall percent of students scoring proficient and advanced in grades 3, 4, and 5 will be 70.4%** Proficiency Increase by 10%, Unsatisfactory Decrease by 10% • By the end of the 2012-2013 school year, 53% of all 3rd grade, 34% of 4th grade students, and 45% of all 5th grade students at Spann will score proficient or advanced on the math TCAP; • By the end of the 2012-2013 school year, the number of students scoring unsatisfactory on math TCAP in 3rd grade will decrease to 4%, 4th grade to 1% and 5th grade to 11%.	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% Aims Web (Administered 2 times during the school year) ▪ Increase the percent of students scoring Above Target at each administration by 5%	**Strategy 2:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
		across all grades and groups over that past 3	**By the end of the 2011-2012 SY: The overall percent of students scoring proficient and advanced in grades 3, 4,**	**By the end of the 2012-2013 SY: The overall percent of students scoring proficient and advanced in grades 3, 4,**	Common formative writing assessment administered 3 times per quarter across classrooms. Student writing will be	**Strategy 1:** Increase the quality of explicit, systematic instruction and the

Strength: Establishes specific, actionable targets for each indicator area at the grade level (e.g., "*By the end of the 2011-2012 school year, 43% of all 3rd grade, 24% of 4th grade students, and 35% of all 5th grade students at Spann will score proficient or advanced on the math TCAP.*")

Strength: Describes an over-all research-based approach. (e.g.," *Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science.*")

year is persistently less than 40%	**and 5 will be 38.9%** **Proficiency Increase by 10%, Unsatisfactory Decrease by 10%** • By the end of the 2011-2012 school year, 23% of all 3rd grade, 50% of 4th grade students, and 33% of all 5th grade students at Spann will score proficient or advanced on the writing TCAP; • By the end of the 2011-2012 school year, the number of students scoring unsatisfactory on writing TCAP in 3rd grade will decrease to 3%, 4th grade to 3% and 5th grade to 3%.	**and 5 will be 53.9%** **Proficiency Increase by 10%, Unsatisfactory Decrease by 10%** • By the end of the 2012-2013 school year, 33% of all 3rd grade, 60% of 4th grade students, and 43% of all 5th grade students at Spann will score proficient or advanced on the writing TCAP; • By the end of the 2012-2013 school year, the number of students scoring unsatisfactory on writing TCAP in 3rd grade will decrease to 1%, 4th grade to 1% and 5th grade to 1%.	scored utilizing a common rubric. • Increase the average points correct on each administration	use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
Science achievement across all grades and groups over that past 3 year is persistently less than 10%	By the end of 2011-2012 school year, **27.1%** of the students will score proficient or advanced overall on Science TCAP.	By the end of 2011-2012 school year, **48.1%** of the students will score proficient or advanced overall on Science TCAP.	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low risk at each administration by 5%	**Strategy 2:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Area of Improvement: Strategies are identified, but may be too broad to address the school's performance challenges. Consider identifying what it means to "*Increase the quality of explicit, systematic instruction and the use of research based instructional strategies…,*" specifying the skills teachers need in order to teach more effectively, and laying out in the action plan how the school will provide the necessary training, resources, and support to substantively increase student achievement.

| AYP (Overall and for each disaggregated groups) | 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 from 15% to 5% in 3rd Grade, from 15% to 5% in 4th Grade and from 17% to 7% in 5th Grade Spann made AYP with Safe Harbor | **Participation:** By the end of the 2011-2012 SY, will meet or exceed 95%.
Performance: By the end of the 2011-12 SY, the proficiency target for students who are Partially Proficient, Proficient, and Advanced will be 94.23
AYP Disaggregated Groups: Spann will meet AYP proficiency targets in the following disaggregated groups: Hispanic, Econ. Dis. | **Participation:** By the end of the 2012-2013 SY, will meet or exceed 95%.
Performance: By the end of the 2012-2013 SY, the proficiency target for students who are Partially Proficient, Proficient, and Advanced will be 94.23
AYP Disaggregated Groups: Spann will meet AYP proficiency targets in the following disaggregated groups: Hispanic, Econ. Dis. | Galileo Assessment (Administered 4 times during the school year)
▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5%
DIBELS Next (Administered 3 times during the school year)
▪ Increase the percent of students scoring Benchmark at each administration by 5% Reduce the number of students scoring Intensive by 3%
▪ Benchmark Assessments increase the number of students on track by 3% each administration | **Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing
Strategy 3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students |
| | M | 94.54 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- | **Participation:** By the end of the 2011-2012 SY, will meet or exceed 95%.
Performance: By the end of the 2011-12 SY, the proficiency target for students who are Partially Proficient, Proficient, and Advanced will be 94.54
AYP Disaggregated Groups: Spann will | **Participation:** By the end of the 2012-2013 SY, will meet or exceed 95%.
Performance: By the end of the 2012-2013 SY, the proficiency target for students who are Partially Proficient, Proficient, and Advanced will be 94.54
AYP Disaggregated Groups: Spann will | Galileo Assessment (Administered 4 times during the school year)
▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5%
Aims Web (Administered 2 times during the school year) | **Strategy 2:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science
Strategy 3: |

Strength: Specifies priority disaggregated groups for pre-established federal performance indicator targets: "*AYP Disaggregated Groups: Spann will meet AYP proficiency targets in the following disaggregated groups: Hispanic, Econ. Dis.*"

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			proficient from 24% to 14% in 3rd Grade, from 9% to 0% in 4th Grade and from 31% to 21% in 5th Grade	meet AYP proficiency targets in the following disaggregated groups: Hispanic, Econ. Dis.	meet AYP proficiency targets in the following disaggregated groups: Hispanic, Econ. Dis.	Increase the percent of students scoring Above Target at each administration by 5%	Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
Academic Growth	Median Student Growth Percentile	R	Academic Growth in Reading across all grades and groups over that past 3 year is showing growth; however, the median growth percentile is persistently less than **45** and **51** is needed to demonstrate adequate growth	By the end of the 2011-2012 school year, the school median student growth percentile in reading will be **47**	By the end of the 2012-2013 school year, the school median student growth percentile in reading will be **55**	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% DIBELS Next (Administered 3 times during the school year) • Increase the percent of students scoring Benchmark at each administration by 5% Reduce the number of students scoring Intensive by 3% • Benchmark Assessments increase the number of students on track by 3% each administration	**Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
		M	Academic Growth in Math across all grades and groups over that past 3 year is showing growth; however, the median growth percentile is persistently less than **52** and **72** is needed to demonstrate adequate growth	By the end of the 2011-2012 school year, the school median student growth percentile in Math will be **62**	By the end of the 2012-2013 school year, the school median student growth percentile in Math will be **75**	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% Aims Web (Administered 2 times during the school year) • Increase the percent of students scoring Above Target at each administration by 5%	**Strategy 2:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
		W	Academic Growth in Writing across all grades and groups over that past 3 year is showing growth; however, the median growth percentile is persistently less than **50** and **61** is needed to demonstrate adequate growth	By the end of the 2011-2012 school year, the school median student growth percentile in Writing will be **63**	By the end of the 2012-2013 school year, the school median student growth percentile in Writing will be **78**	Common formative writing assessment administered 3 times per quarter across classrooms. Student writing will be scored utilizing a common rubric. Increase the average points correct on each administration	**Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Academic Growth Gaps	Median Student Growth Percentile	R	Academic Growth Gaps in Reading across all grades and groups over that past 3 year is showing growth; however, Minority and Free and Reduced Lunch students which make up 96% of the population are not growing at a rate to catch their peers the median growth percentile is persistently less than **40** and **53** is needed to demonstrate adequate growth	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **47%** by the end of the 2011-2012 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **47%** by the end of the 2011-2012 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **60 %** by the end of the 2011-2012 school year.	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **55%** by the end of the 2012-2013 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **55%** by the end of the 2012-2013 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **68 %** by the end of the 2012-2013 school year.	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% DIBELS Next (Administered 3 times during the school year) ▪ Increase the percent of students scoring Benchmark at each administration by 5% Reduce the number of students scoring Intensive by 3% ▪ Benchmark Assessments increase the number of students on track by 3% each administration	**Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
		M	Academic Growth Gaps in Math across all grades and groups over that past 3 year is showing growth; however, the median growth percentile is persistently less than **47** and **73** is needed to demonstrate adequate growth	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **61%** by the end of the 2011-2012 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **60%** by the end of the 2011-2012 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **69 %** by the end of the 2011-2012 school year.	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **75%** by the end of the 2012-2013 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **75%** by the end of the 2012-2013 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **85 %** by the end of the 2012-2013 school year.	Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% Aims Web (Administered 2 times during the school year) ● Increase the percent of students scoring Above Target at each administration by 5%	**Strategy 2:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students
		W	Academic Growth Gaps in Writing across all grades and groups over that past 3 year is showing growth; however, the median growth percentile is persistently less than **50** and **67** is needed to demonstrate adequate growth	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **56%** by the end of the 2011-2012 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **56%** by the end of the 2011-2012 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **61 %** by the end of the 2011-2012 school year.	▪ **Free and Reduced:** The percent of unsatisfactory and/or partially proficient students making catch-up growth in reading will increase to **65%** by the end of the 2012-2013 school year; ▪ **Minority:** The percent of proficient and advanced students making keep up growth in reading will be **62%** by the end of the 2012-2013 school year; ▪ **Students needing to Catch Up:** The percent of proficient student making the move to advanced growth in reading will be **71 %** by the end of the 2012-2013 school year.	Common formative writing assessment administered 3 times per quarter across classrooms. Student writing will be scored utilizing a common rubric. Increase the average points correct on each administration	**Strategy 1:** Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing **Strategy 3:** Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps 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. 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: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Reading and Writing.

Root Cause(s) Addressed: Lack of quality reading instruction as evidenced by: 1) Lack of on-going highly effective job-embedded professional development, 2) Lack of use of assessment data to make informed instructional decisions, 3) Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies

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

☑ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

	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)
Leadership for Learning	Partnership with outside governing agency: Global Partnership Schools (GPS) to provide consultation concerning effective action plan for Turnaround process and improvement of leadership skills. Partnership with Consortium of Reading Excellence (CORE). ▪ Instruction, assessment, and management professional development GPS will provide district Education Change Leaders (2.0 FTE), as well as a leadership coach to provide ongoing consultation to administration at Spann in an effort to improve leadership effectiveness.	SY 2011 Through SY 2014	GPS Personnel	Federal Title I TIG-Grant (District $326,000)	Increase student achievement as a result of increased leadership capacity. Administration will participate in on-going leadership coaching & mentoring that is aligned to GPS essential standards of school excellence. **Artifacts:** Quarterly Intensive Review PPT Weekly Leadership Coaching Sessions	Completed Partnership established in 2010-2011 with Pueblo City Schools. Contract signed for Spann Elementary in September 2011
	Retain Instructional Leader (Principal) in an effort to build a committed staff and ensure selected staff fit the vision and context of the school. Principal to attend IB training in June 2012 to assist in future vision of achievement for students.	SY 2011 Through SY 2014	Principal	Principal Stipend Extra Pay & Benefits ($ 17,700) Title I TIG Grant Travel & Registration IB Conference($4,000) Title I TIG Grant	Administration will fill hard to hire positions prior to June 1 of each year. **Artifacts:** Performance Evaluations GPS Leadership Frameworks Job Postings	Completed Principal contract extended June 2011

Strength: Provides broad action steps in four pre-determined areas to describe what school personnel are to do to implement the major improvement strategy.

Approved 7/26/2011 for 2011-2012

	Leadership for Learning: Assemble a Building Leadership Team/Data Team that engages in on-going data analysis that informs the following: • Development of Unified Plan • On-going monitoring of plan implementation and effectiveness • On-going data analysis (including CORE reports, student achievement data, walkthrough observation data, etc.) to determine overall program effectiveness **Strength:** Provides broad action steps in four pre-determined areas to describe what school personnel are to do to implement the major improvement strategy.	SY 2011 Through SY 2014	Building Leadership Team Teaching Staff	Extra Pay Salary and Benefits for BLT ($ 7,073) Title I TIG Grant	Increase team effectiveness and communication with internal stakeholders. Increase student achievement BLT will meet weekly to review, analyze and communicate interim benchmark data. The BLT will monitor the implementation of the USIP. **Artifacts:** BLT agenda/meeting minutes Unified Plan CORE Reports Achievement data from various sources	In Progress Meetings occur bimonthly
Curriculum Teaching & Learning	**Curriculum Teaching & Learning:** Develop and utilize lesson plan template to increase deliberate teaching and backward design	SY 2011 Through SY 2014	Principal, BLT	Printing ($200) General Fund	Increase student achievement and teacher capacity **Artifacts:** Lesson Plan Template form Teacher Lesson Plans (Complete)	Completed Lesson plan templates developed Lesson plans written on a daily basis
	Curriculum Teaching & Learning: Deliver high-leverage, focused, engaging, standards-based instruction that is: Explicit-purpose, rationale, instructional targets, guided instruction, practice with feedback, vocabulary development, HOTS, Create Connections Systematic- emphasis on small steps, checks for understanding, achievement of active and successful student participation, provides frequent feedback **Strength:** Provides broad action steps in four pre-determined areas to describe what school personnel are to do to implement the major improvement strategy.	SY 2011 Through SY 2014	Classroom Teachers (Implementation) Coach/Principal (Support & Monitoring)	Extra Pay Salary and Benefits ($21,792) -TIG Site Support Review Grant PD Cost embedded throughout plan Marzano Active Engagement Resources ($400) Title Ia Teach Like Champ Field Guide $625 TIG Dry erase boards, markers and erasers for active student engagement ($2,000) Title Ia	Increase teacher capacity and student achievement Teachers will participate in CORE summer training. Teachers will participate in job-embedded PD through on-site coaching & mentoring. Admin will conduct classroom walkthrough observations 1 per week. **Artifacts:** Lesson Plan Template form Classroom Walkthrough Observation Forms	Completed Training on each area occurred November 2011 CORE training occurred in July 2011 (Reading) Core training occurred in October 2011 and January 2012 (Math) Walk-throughs occur by principal, GPS Leadership Coach and Principal evaluator
	Curriculum Teaching & Learning: ▪ Align assessment to learning target (multiple choice, matching, short answer, essay, performance, etc.) ▪ Use and analyze assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, nest day, next unit) ▪ Use and analyze assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum	SY 2011-2012	Classroom Teachers Instructional Coach Principal	Unit Assessments K-5 ($ 500) General Fund DIBELS K-5 ($250) District fund Galileo Assessment 3-5 Formative Assessment Resource book ($360) Title I a Printing Formative Assessment ($451) Title I a	Increase student achievement as result of data analysis and informed instruction Administer Galileo Benchmark (Aug, Oct, Dec., May) Administer DIBELS Benchmark (Aug, Jan, May) Progress Monitor DIBELS K-5 Administer Benchmark Assess Rdg Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction **Artifacts:** Benchmark Data	Completed Galileo assessments administered and analyzed to inform instruction DIBELS benchmarks completed and progress monitoring occurs weekly for intensive, bi-monthly for strategic, and monthly for Benchmark Groupings analyzed and changed based on student needs

					Walkthrough observation forms	
Curriculum Teaching & Learning: Implementation of Write Tools Process	SY 2011 Through SY 2014	Classroom Teachers Instructional Coach	Write Tools Consultant ($ 5,000) Title I TIG Grant		Increase teacher capacity in writing and increase student achievement in writing Train teachers in the use of Write Tools (Narrative) (New Staff) **Artifacts:** Consultant Forms Curriculum Materials Common Writing Assessments	Completed Write Tools training on Narrative module occurred October 2011 Writing assessments developed for Narrative, Expository, and Persuasive documents for pre, interim, and post assessments
Development and implementation of a Reading scope and sequence, and pacing guide that addresses priority standards.	2013	Coach District Specialists	District Scope and Sequence extra Pay Stipend & Benefits for teachers to develop Instructional sequence for Reading and Math ($5,658)		Increase teacher capacity **Artifacts:** Reading Scope and Sequence Document Reading Pacing Guide	In Progress Reading scope and sequence developed for quarter 3 for K-5 grade levels
Curriculum Teaching & Learning: Development and implementation of writing scoring rubric as well as common writing prompts to be administered and analyzed as a pre, interim, and post assessment for each writing Genre (Narrative, Expository, and Opinion). Collect and analyze data from common writing assessments to determine appropriate instruction Writing will be scored as a team during PLC	SY 2011 Through SY 2014	Instructional Coach Classroom Teachers	Extra Pay Stipend & Benefits on-going writing training $(3,713) TIG Title I Grant Extra Pay Stipend & Benefits for development of Rubrics ($ 660) Printing Writing materials and Rubrics ($700) TIG Title I Grant		Increase writing achievement as a result of informed data analysis & instruction Collect and analyze data from common writing assessments administered as a pre, interim, and post assessment for each writing Genre (Narrative, Expository, Opinion). **Artifacts:** Common Writing Prompts Writing Assessments	Completed Write Tools training on Narrative module occurred October 2011 Writing assessments developed for Narrative, Expository, and Persuasive documents for pre, interim, and post assessments Data collected, posted, and analyzed for future instruction Writing planners developed for Narrative, Expository, and Persuasive writing for grades K-5
Student Centered Learning: Use of technology to supplement vocabulary instruction and facilitate background knowledge for students and enhance comprehension.	SY 2011 Through SY 2014	Classroom Teachers	Technology: E-Suite ($5500) Title I TIG Grant		Increased student achievement Increase teacher use of technology tools and increase student background knowledge and metacognitive skills	Completed Student use of program occurs on a weekly basis
Student Centered Learning: Provide targeted or intensive instruction for students scoring below proficiency Intervention Supplies	SY 2011-2012	Interventionist	Interventionist Salary and Benefits ($72,253) Title IA Intervention Supplies ($3,380) Title I TIG Grant		Decrease in students scoring unsatisfactory. On-going collection, and analysis of student assessment data from various sources will be utilized to identify students in need of intervention **Artifacts:** Intervention Schedule Classroom Walk-through observation form Time and Effort Certification	Completed Interventionist hired June 2011 Training for interventionist occurred July 2011, August 2011, and on-going coaching from CORE coach 2011-2012 school year Intervention schedule established

Student Centered Learning (vertical label)

Student Centered Learning: Class size reduced in order to provide targeted instruction to students for students scoring below proficiency.	SY 2011-2012	2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher	2nd Grade Teacher Salary and Benefits ($46,155) Title IA 3rd Grade Teacher Salary and Benefits ($45,567) Title IA 4th Grade Teacher Salary and Benefits ($47,921) Title IA	On-going collection, and analysis of student assessment data from various sources will be utilized to determine student achievement **Artifacts:** Classroom Walk-through observation form Data from various sources Time and Effort Certification	Completed 2nd Grade teacher retained June 2011-Tiffanie Martin 3rd Grade teacher retained June 2011 – Michelle Lucero 4th Grade teacher retained June 2011-Stacey Hart
Student Centered Learning: Adoption and implementation of a "Continuous Learning Calendar" will provide a shorter summer break, with 2 intersession breaks during the school year to Provide Extended Learning Opportunities for all students through integrated content units. Enrichment will be provided to students in extended day program in the content areas of Math and Science (Review Recommendation). **Strength:** Provides both intervention and enrichment extended learning opportunities for students.	SY 2011-2013	Principal Extended Learning Teaching Staff	Salary & Benefits Staff for Extended Learning Intersession ($17,681 Title I TIG Grant) Intersession Supplies ($500) Title I TIG Grant Salary & Benefits Staff for Enrichment Learning ($2,546 Title I TIG Grant) Supplies for Extended Learning ($4,000) Title I TIG Grant Printing for Extended Learning ($1,000 Title I TIG Grant	Increase student achievement **Artifacts:** Extended-day/Intersession attendance Rosters Extended Day Referral Form	Completed Intersession offered October 2011 to students in grades 3-5 Enrichment learning offered to students in grades 4-5 in the content area of Science. Classes occur 2 days per week
Student Centered Learning: GPS to provide training on under resourced students (Ruby Payne)	August 2011	Principal Teaching Staff	Extra Pay Salary and Benefits ($4,126) –Site Support Review Grant	Increase teacher capacity of effective instructional strategies to utilize with under-resourced students **Artifacts:** PD Sign in sheets, course evaluation, presentation materials	Complete Training occurred in August 2011 and October 2011
Student Centered Learning: Provide All-Day Kindergarten for all Kindergarten Students	2011-2012 SY	Kindergarten Teachers	KDG Teacher Salary and Benefits ($46,155) General Fund KDG Teacher Salary and Benefits ($56,155) General Fund	Increase student achievement in kindergarten Students scheduled in full day kindergarten	Completed Kdg teacher retained June 2011-Markie Feltault Kdg teacher retained June 2011-Tania Holley

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Professional Learning: Reading: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in all content areas. On-site Instructional Coach (1.0 FTE) GPS provide CORE coach consultant (15 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction. **Strength:** Strengthens instruction in core curriculum for all students by providing job-embedded modeling and mentoring of research-based practices.	SY 2011-2013	Principal CORE literacy consultant Teaching Staff Instructional Coach	Salary & Benefits for Instructional Coach (1.0 FTE) ($72,000)Title I TIG Grant	Change in teacher practice Collect and analyze data from all assessments and student work to determine appropriate intervention and instruction **Artifacts:** Coaching Logs CORE Reports PD Sign in Sheets/Agenda Presentation Documents Time and Effort Certification	Completed Instructional coach hired October, 2011 Coaching logs complete
Professional Learning: Implementation of Professional Learning Communities (PLC) by grade level teams. PLC teams will meet daily, Monday-Thursday to assist in the continuous improvement of Teaching and Learning Cycle by answering 4 question: 1) What do students need to know, understand, and be able to do? 2) How will we teach effectively to ensure students learn? 3) How will we know that students have learned? 4) What do we do when students don't learn or reach proficiency before expectation? Attend on-going PLC training sessions (District Sponsored) GPS support to provide Instructional Coaching training to enhance the effectiveness of PLCs	SY 2011-2013	Principal Teaching Staff Building Leadership Team	Salary and Benefits/Extra Pay for Instructional Coaches to attend Coaching Training ($825) Title I TIG Grant	Change in teacher practice and increase student achievement Collect and analyze data from benchmark, check point assessments, student work samples to determine instructional focus and intervention **Artifacts:** PLC Meeting Minutes PLC Product Documents Master schedule reflecting PLC times	Complete Daily PLC meetings began in October 2011 Fridays vertical articulation PLC occurs between all grade levels with a focus on reading achievement
Professional Learning (Reading/Writing): ▪ GPS sponsored CORE I Summer Institute (Reading Instruction) ▪ GPS support for Jr. Great Books ▪ Write Tools (new teachers, additional modules) ▪ Instructional Rounds ▪ Observe Exemplars	SY 2011-2013	Principal Teaching Staff Instructional Coach	Extra Pay Salary and Benefits ($21,792) -TIG Site Support Review Grant Salary/Benefits Extra Pay to attend the following: Jr. Great Books, ($ 2,640) Site Support Review, Write Tools ($5,658) Title I TIG Grant Supplies: Modules for Write Tools ($500) Title I TIG Grant Consultant Fee Write Tools ($5,000) Title I TIG Grant Substitute Costs for	Change in teacher practice **Artifacts:** PD Documents including agenda, presentation, and sign-in sheet Writing progress monitoring data	Completed CORE training occurred in July 2011 Great Books training occurred in August 2011 Write Tools training occurred in October 2011

				teachers to attend PD ($3,000) Title I TIG Grant Supplies: Jr Great Books Grades 4-5 ($2,000) Title I TIG Grant Salary/Benefits Extra Pay to attend Corrective Reading ($248) Title I TIG Salary/Benefits Extra Pay to observe exemplars ($309) Title I TIG		
Parent & Community Engagement	**Parent and Community Engagement:** Grade Level parent activities to promote grade specific skills and support for parents and students School-wide quarterly Parent Involvement activities Development of grade-level achievement compacts in partnership with parents.	SY 2011-2012	Principal Teaching Staff Parent Involvement Coordinator Support Agencies	Supplies and Refreshments ($1600) Title IA Printing ($171) Title IA Stipend & Benefits for Extra Duty Parent Involvement Coordinator ($589) Title IA	Increase parent involvement through grade-level specific events **Artifacts:** Parent Event Notifications Sign-In Attendance Sheets and Evaluations Presentations Grade Level Compacts for Achievement	Completed Quarter 1 parent activities occurred by grade level
	Parent and Community Engagement: Provide a 4-component family literacy program	August 2011	Family Literacy Coordinator K-3 Staff	Family Literacy Coordinator District Title I-$33,000	Increase student achievement and parent achievement **Artifacts:** Parent sign-in sheets Begin program November, 2011 Parent and Student Achievement Data	Completed Family Literacy Coordinator hired in November 2011

	Parent & Community Engagement::
	External stakeholders (parents, community) are informed and engaged in transformation efforts
	1. Community partnerships are formed with local businesses, organizations, & community leaders
	2. Create a series of events for parents, students, and families
	    ▪ Establish monthly breakfast with the principal
	    ▪ Establish school tours for families and community members
	    ▪ Establish parent leadership team (school accountability committee)
	    ▪ Provide training for parents
		SY 2011-2013	Principal
			Family Literacy Coordinator
			Community Advocate
			Teachers
				Pride wear (uniform) incentive for parents attending classes ($4,000) Title I TIG Grant	Increased parental involvement, increased student achievement
					Increase student pride
						In Progress
						School Accountability team established in October 2011
						Parenting training provided for parents in January 2012 in regard to behavior
						Tours are provided for families by Student Ambassadors (PBIS initiative)

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

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Major Improvement Strategy #2: Increase the quality of explicit, systematic instruction and the use of research based instructional strategies in Math and Science

Root Cause(s) Addressed: Lack of quality math and science instruction as evidenced by: 1)Lack of on-going highly effective job-embedded professional development, 2) Lack of student exposure to academic vocabulary , 3) Lack of use of assessment data to make informed instructional decisions, 4)Lack of consistent, intense delivery of high-leverage, focused, engaging, standards-based instructional strategies, 5) Clear grade-level performance expectations are not driving learning outcomes or lessons, 6)Lack of knowledge of how under resourced learners acquire and maintain information

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

☑ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

	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)
Leadership for Learning	**Leadership for Learning:** Partnership with outside governing agency: Global Partnership Schools (GPS) to provide consultation concerning effective action plan for Turnaround process and improvement of leadership skills. Partnership with Consortium of Reading Excellence (CORE). GPS will provide district Education Change Leaders (2.0 FTE), as well as a leadership coach to provide ongoing consultation to administration at Spann in an effort to improve leadership effectiveness.	SY 2011 Through SY 2014	GPS Personnel	Federal Title I TIG-Grant (District)	Increase student achievement as a result of increased leadership capacity. Administration will participate in on-going leadership coaching & mentoring that is aligned to GPS essential standards of school excellence. **Artifacts:** Quarterly Intensive Review PPT Weekly Leadership Coaching Sessions	Completed Partnership established in 2010-2011 with Pueblo City Schools. Contract signed for Spann Elementary in September 2011
	Leadership for Learning: Assemble a Building Leadership Team/Data Team that engages in on-going data analysis that informs the following: ▪ Development of Unified Plan ▪ On-going monitoring of plan implementation and effectiveness ▪ On-going data analysis (including CORE reports, student achievement data, walkthrough observation data, etc.) to determine overall program effectiveness	SY 2011 Through SY 2014	Building Leadership Team Teaching Staff	Extra Pay Salary and Benefits for BLT ($ 7,073) Title I TIG Grant	Increase team effectiveness and communication with internal stakeholders. Increase student achievement and changes to system implementation BLT will meet weekly to review, analyze and communicate interim benchmark data. The BLT will monitor the implementation of the USIP. **Artifacts:** BLT agenda/meeting minutes Unified Plan CORE Reports Achievement data from various sources	In Progress Meetings occur bimonthly

MANDATORY
FORM # SED-210
EDAC APPROVED
Approved 7/26/2011 for 2011-2012

Category	Strategy	Timeline	Responsible	Funding	Expected Outcomes/Artifacts	Status
	Leadership for Learning: Implementation of Professional Learning Communities (PLC) by grade level teams. PLC teams will meet weekly to assist in the continuous improvement of Teaching and Learning Cycle by answering 4 questions: 1) What do students need to know, understand, and be able to do? 2) How will we teach effectively to ensure students learn? 3) How will we know that students have learned? 4) What do we do when students don't learn or reach proficiency before expectation? Attend on-going PLC training sessions (District Sponsored) GPS support to provide Instructional Coaching training to enhance the effectiveness of PLCs	SY 2011 - 2014	Principal Instructional coach Teaching Staff	Supplies for Instructional Coach Coaching Training ($150) Title I TIG Grant Subs ($ 9,430) District Title I	Improved student achievement and teacher practice. PLC meetings will meet weekly for 60 minutes. **Artifacts:** PLC Meeting Minutes/Agenda PLC Group Norms Team Product Documents	Complete Daily PLC meetings began in October 2011 Fridays vertical articulation PLC occurs between all grade levels with a focus on reading achievement
	Leadership for Learning: Use administrative Walk-through observation document.	SY 2011-2013	Principal	Printing: General Fund ($200)	Increase teacher effectiveness and change in instructional practices Walkthroughs will be monitored to ensure a minimum of 1 per week per teacher. **Artifacts:** Walkthrough observation forms	In Progress Ongoing walk throughs with feedback for individual teacher growth
Curriculum Teaching & Learning	**Curriculum Teaching & Learning:** Develop and utilize lesson plan template to increase deliberate teaching and backward design	SY 2011 Through SY 2014	Principal, BLT	Printing: General Fund ($200)	Increase student achievement and teacher capacity **Artifacts:** Lesson Plan Template form Teacher Lesson Plans (Complete)	Completed Lesson plan templates developed Lesson plans written on a daily basis
	Curriculum Teaching & Learning: Deliver high-leverage, focused, engaging, standards-based instruction that is: Explicit-purpose, rationale, instructional targets, guided instruction, practice with feedback, vocabulary development, HOTS, Create Connections Systematic- emphasis on small steps, checks for understanding, achievement of active and successful student participation, provides frequent feedback	SY 2011 Through SY 2014	Classroom Teachers (Implementation) Coach/Principal (Support & Monitoring)	Extra Pay Salary and Benefits ($21,792) -TIG Site Support Review Grant PD Cost embedded throughout plan Marzano Active Engagement Resources ($400) Title Ia Dry erase boards, markers and erasers for active student engagement ($2,000) Title Ia	Increase teacher capacity and change in practice. Increase student achievement. Teachers will participate in CORE summer training. Teachers will participate in job-embedded PD through on-site coaching & mentoring. Admin will conduct classroom walkthrough observations 1 per week. **Artifacts:** Lesson Plan Template form Classroom Walkthrough Observation Forms	Completed Training on each area occurred November 2011 CORE training occurred in October 2011 and January 2012 (Math) Walk-throughs occur by principal, GPS Leadership Coach and Principal evaluator
	Curriculum Teaching & Learning: Math and Science	SY 2011-	Classroom	Check points	Increase student achievement as a	Completed

	- Align assessment to learning target (multiple choice, matching, short answer, essay, performance, etc.) - Use and analyze assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, nest day, next unit) - Use and analyze assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum	2013	Teachers Instructional Coach Principal	Galileo Assessment Formative Assessment Printing ($451) Title Ia	result of data analysis and informed instruction as a result of change in teacher practice. Administer Galileo Benchmark (Aug, Oct, Dec., May) Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction **Artifacts:** Benchmark Data Classroom Walkthrough observation forms	Galileo assessments administered and analyzed to inform instruction Groupings analyzed and changed based on student needs Formative assessments developed to guide instruction
	Curriculum Teaching & Learning: Development and implementation of a math scope and sequence, and pacing guide that addresses priority standards.	SY 2011-2013	Instructional Coach District Specialists	District Specialists District Scope and Sequence extra Pay Stipend & Benefits for teachers to develop Instructional sequence for Reading and Math ($5,658)	Increase teacher capacity. Create system alignment Math Scope and Sequence Document Math Pacing Guide	In Progress Math scope and sequence developed for quarter 3 for K-5 grade levels
Student Centered Learning	**Student Centered Learning:** Students are engaged in at least one major activity during lessons in which they perform Higher Order Thinking Skills (HOTS) operations. This activity occupies a substantial portion of the lesson and 100% of students are involved.	SY 2011-2013	Classroom Teachers Instructional Coach Principal	High Performing Schools Resource ($700) Title Ia	Increase student achievement and higher level thinking skills. Lesson Plan will reflect HOTS intentional planning **Artifacts:** Lesson Plans	In Progress Lesson plans developed and Unit plans developed
	Student Centered Learning: Provide targeted or intensive instruction for students scoring below proficiency Intervention Supplies	SY 2011-2012	Interventionist	Interventionist Salary and Benefits ($72,253) Title IA Intervention Supplies ($3,380) Title I TIG Grant	Decrease in students scoring unsatisfactory On-going collection, and analysis of student assessment data from various sources will be utilized to identify students in need of intervention **Artifacts:** Intervention Schedule Classroom Walk-through observation form Time and Effort Certification	Completed Interventionist hired June 2011 Training for interventionist occurred July 2011, August 2011, and on-going coaching from CORE coach 2011-2012 school year Intervention schedule established
	Student Centered Learning: Class size reduced in order to provide targeted instruction to students for students scoring below	SY 2011-2012	2nd Grade Teacher	2nd Grade Teacher Salary and Benefits ($46,155) Title	On-going collection, and analysis of student assessment data from	Completed 2nd Grade teacher retained June

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Description	Timeline	Responsible	Resources	Implementation Benchmarks	Status
proficiency.		3rd Grade Teacher 4th Grade Teacher	IA 3rd Grade Teacher Salary and Benefits ($45,567) Title IA 4th Grade Teacher Salary and Benefits ($47,921) Title IA (See Major Improvement Strategy #1)	various sources will be utilized to determine student achievement **Artifacts:** Classroom Walk-through observation form Data from various sources Time and Effort Certification	2011- Tiffanie Martin 3rd Grade teacher retained June 2011 – Michelle Lucero 4th Grade teacher retained June 2011- Stacey Hart
Student Centered Learning: Adoption and implementation of a "Continuous Learning Calendar" will provide a shorter summer break, with 2 intersession breaks during the school year to Provide Extended Learning Opportunities for students. Enrichment will be provided to students in extended day program in the content areas of Math and Science (Review Recommendation).	SY 2011-2013	Principal Extended Learning Teaching Staff	N/A (See Major Improvement Strategy #1) Salary & Benefits Staff for Extended Learning Intersession ($17,681 Title I TIG Grant) Intersession Supplies ($500) Title I TIG Grant Salary & Benefits Staff for Enrichment Learning ($2,546 Title I TIG Grant) Supplies for Extended Learning ($4,000) Title I TIG Grant Printing for Extended Learning ($1,000 Title I TIG Grant	Increase student achievement **Artifacts:** Extended-day/Intersession attendance Rosters Extended Day Referral Form	Completed Intersession offered October 2011 to students in grades 3-5 Enrichment learning offered to students in grades 4-5 in the content area of Science. Classes occur 2 days per week
Student Centered Learning: GPS to provide training on under resourced students	August 2011	Principal Teaching Staff	Extra Pay Salary and Benefits ($4,126) –Title I TIG Books Under-Resourced Learners ($400) Title I TIG Grant	Increase teacher capacity of effective instructional strategies to utilize with under-resourced students **Artifacts:** PD Sign in sheets, course evaluation, presentation materials	Complete Training occurred in August 2011 and October 2011
Student Centered Learning: Provide All-Day Kindergarten for all Kindergarten Students	2011-2012 SY	Kindergarten Teachers	KDG Teacher Salary and Benefits ($46,155) General Fund KDG Teacher Salary and Benefits ($56,155) General Fund	Increase student achievement in kindergarten Students scheduled in full day kindergarten	Completed Kdg teacher retained June 2011- Markie Feltault Kdg teacher retained June 2011- Tania Holley

	Professional Learning: Implementation of AIMs Web as a screening and progress monitoring tool begin November 2011	SY 2011-2013	Inst. Coaches Classroom Teachers Coach/Admin.	Galileo Assessment System Subscription Costs for AIMS web ($900) Title I TIG AIMS Printing ($700) Title I TIG	Collect and analyze data from AIMS web January and May to determine appropriate intervention and instruction **Artifacts:** PLC Minutes Aims Data Reports	Complete Aims web purchased in November 2011 Began assessments in January 2012
Professional Learning	**Professional Learning (Mathematics):** ▪ GPS sponsored CORE Institute ▪ Math Workshop Model (new teachers) ▪ Data Analysis Training & Consultation ▪ Instructional Rounds ▪ Observe Exemplars	2011-2014 SY	Core Consultants Teaching Staff District Math Specialist GPS Staff	Salary & Benefits for Extra Duty Pay Professional Development ($9,301) Title I TIG Substitutes ($3,000) Title I TIG	Change in teacher practice **Artifacts:** PD documents including agenda, presentation and sign in sheet Math Progress monitoring data	Completed Core training occurred in October 2011 and January 2012
	Professional Learning: Implementation of Professional Learning Communities (PLC) by grade level teams. PLC teams will meet **daily**, Monday-Thursday to assist in the continuous improvement of Teaching and Learning Cycle by answering 4 questions: 1) What do students need to know, understand, and be able to do? 2) How will we teach effectively to ensure students learn? 3) How will we know that students have learned? 4) What do we do when students don't learn or reach proficiency before expectation? Attend on-going PLC training sessions (District Sponsored) GPS support to provide Instructional Coaching training to enhance the effectiveness of PLCs	SY 2011-2013	Principal Teaching Staff Building Leadership Team	Salary and Benefits/Extra Pay for Instructional Coaches to attend Coaching Training ($825) Title I TIG Grant	Change in teacher practice and increase student achievement Collect and analyze data from benchmark, check point assessments, student work samples to determine instructional focus and intervention **Artifacts:** PLC Meeting Minutes PLC Product Documents PLC Team Norms	Complete Daily PLC meetings began in October 2011 Fridays vertical articulation PLC occurs between all grade levels with a focus on reading achievement
	Professional Learning: Math: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in all content areas. On-site Instructional Coach (1.0 FTE) GPS provide CORE coach consultant (12 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction.	SY 2011-2013	Principal CORE Math consultant Teaching Staff Instructional Coach	Salary & Benefits for Instructional Coach (1.0 FTE) ($72,000)Title I TIG Grant	Change in teacher practice Collect and analyze data from benchmark assessments and student work to determine appropriate intervention and instruction **Artifacts:** Coaching Logs CORE Reports PD Sign in Sheets/Agenda Presentation Documents Time and Effort Certification	Completed Instructional coach hired October, 2011 Coaching logs complete

	Action	Timeline	Persons Responsible	Funding	Expected Impact / Artifacts	Status
Parent & Community Engagement	**Parent & Community Engagement:** Grade Level parent activities to promote grade specific skills and support for parents and students School-wide quarterly Parent Involvement activities	SY 2011-2012	Principal Teaching Staff Parent Involvement Coordinator Support Agencies	Supplies and Refreshments ($1600) Title IA Printing ($171) Title IA Stipend & Benefits for Extra Duty Parent Involvement Coordinator ($589) Title IA	Increase parent involvement through grade-level specific **Artifacts:** Parent Event Notifications Sign-In Attendance Sheets and Evaluations Presentations Grade Level Compacts for Achievement	Completed Quarter 1 parent activities occurred by grade level
	Parent & Community Engagement: Provide a 4-component family literacy program	August 2011 – June 2012	Family Literacy Coordinator K-3 Staff	Family Literacy Coordinator District Title I- $33,000	Increase student achievement and parent achievement **Artifacts:** Parent sign-in sheets Begin program November, 2011 Parent and Student Achievement Data	Completed Family Literacy Coordinator hired in November 2011
	Parent & Community Engagement:: External stakeholders (parents, community) are informed and engaged in transformation efforts 1. Community partnerships are formed with local businesses, organizations, & community leaders 2. Create a series of events for parents, students, and families ▪ Establish monthly breakfast with the principal ▪ Establish school tours for families and community members ▪ Establish parent leadership team (school accountability committee) ▪ Provide training for parents	SY 2011-2013	Principal Family Literacy Coordinator Community Advocate Teachers	Pride wear (uniform) incentive for parents attending classes ($4,000)	Increased parental involvement, increased student achievement Increase student pride	In Progress School Accountability team established in October 2011 Parenting training provided for parents in January 2012 in regard to behavior Tours are provided for families by Student Ambassadors (PBIS initiative)

Major Improvement Strategy #3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Root Cause(s) Addressed: Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meets the needs of individual students. Students are not provided a range of instructional strategies by which to become engaged in the learning process. Modification of the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate occurs on a limited basis. Students are not treated as learners (A learner is a person who intentionally engages in activity that helps them to develop understanding, knowledge or skills.)

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

☑ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

	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)
Leadership for Learning	**Leadership For Learning:** Create a school culture & climate of high expectations for student learning and habitual classroom learning behaviors. School-wide discipline to be aligned with Positive Behavior Intervention Support (PBIS)	SY 2011-2013	School Counselor Teaching Staff Principal PBIS Team	Printing Expectation Posters ($400) General Fund	Increase capacity of all stakeholders regarding expectations for all areas Develop a staff implementation guide (classroom behaviors/office referable behaviors) to behavior support. Provide training to all staff.	Completed Matrix created and expectations created for all areas in school August 2011
	Leadership for Learning: Assemble a Positive Behavior Intervention Support (PBIS) Team	SY 2011-2013	PBIS Leadership Team	Salary & Benefits for Extra Pay for PBIS team ($2,886) Title I TIG Grant	Increase learning time in the classroom Reduce office discipline referrals Team to meet on a monthly basis. This team reviews various data sources concerning behavior (Tableau) to inform next steps and intervention. **Artifacts:** PBIS Leadership Team Agenda/Minutes PBIS Action Plan	In Progress PBIS team established August 2011 Team meets on a monthly basis
Curriculum Teaching & Learning	**Curriculum Teaching & Learning:** Implement Research-Based Social/Emotional Curriculum Including: Second Steps (Social Skills) 1-5 Incredible Years (IY) (Social Skills) PreK-K	SY 2011-2013	Teaching Staff School Counselor	Second Step New Edition ($1,336) ARRA Carryover Subs for new teachers to attend IY training ($500) General Fund	Increase student knowledge of social skills Increase teacher capacity **Artifacts:** Second Step Teaching Schedule	Complete Second Step is taught on a daily basis in grades 1-5 IY is taught on a daily basis in grades PreK and K
	Curriculum Teaching & Learning: Implement school-wide Positive Behavior Intervention Supports (PBIS) including: ▪ Clearly defined behavior expectations for all common areas	SY 2011-2013	Spann Staff	Positive Behavior Incentives $500 (Local General Fund)	Increase teacher capacity **Artifacts:** Behavior Expectation Matrix Behavior Expectations Posted in all identified Areas	Complete Behavior Expectation Matrix developed August 2011 Students receive ongoing incentives for exhibiting appropriate behaviors

	• Clearly defined behavior expectations for the classroom • Positive behavior reinforcements • Systematic and explicit teaching and ongoing reinforcement of behavior expectations.				Positive Behavior Reinforcement Process Clearly defined and implemented School-wide Re-teaching of Behavior Expectations at the return of each extended break.	
Student Centered Learning	**Student Centered Learning:** Implement Mentoring Program for most at-risk students. Mentoring Activities to include: • Quarterly activities to work with students	SY 2011-2013	Mentoring Team	Mentor Team Student Activities Fund for activities	Reduce discipline referrals Increase student pride **Artifacts:** Mentor Log Student Portfolio Activity Sign-In Sheets	Complete Mentor program developed and teachers meet with mentee on a weekly basis
	Student Centered Learning: Secure .5 Counselor to assist with implementation of Response to Intervention: Provide a multi-tiered continuum of student supports that meets the needs of individual students. Tier 1: Implementation of PBIS Universal Supports Tier 2: Targeted Intervention Tier 3: Individual supports	SY 2011-2013	Teaching Staff Principal RtI Facilitator (counselor)	District RtI Specialist Salary & Benefits for Counselor (.5 FTE) ($26,769) Title IA TIG	Increase teacher capacity and student support **Artifacts:** Site specific Multi-tiered continuum of student supports Matrix	Complete Counselor hired October 2011 Implementation of RtI began October 2011
	Student Centered Learning: Instructional Coaches to ensure effective implementation and utilization of building-level RTI process including: • Referral Process • Problem Solving Approach • Documentation of Universal Supports & Tiered Interventions • Progress Monitoring • Parent Involvement	SY 2011-2013	Principal Instructional Coach Counselor	Counselor Salary & Benefits (.5 FTE) ($26,769) Title IA TIG	Increase teacher capacity **Artifacts:** RTI Referral Forms RTI Meeting Minutes	Complete Counselor hired October 2011 Parents involved in RtI Process Data collection occurs for students in RtI
	Student Centered Learning: Engage students as owners of their learning by establishing clear profiles for "Learners"	SY 2011-2013	Principal PBIS Team	Salary & Benefits for Extra Pay for PBIS team ($1,886) Title I TIG Grant	Increase student engagement **Artifacts:** Learner Profiles taught and posted	Not begun January 2012
Professional Learning	**Professional Learning:** Provide high quality job-embedded professional development in the form of modeling, coaching, and mentoring to identified teachers regarding effective classroom management and active engagement strategies Charlie Applestein	SY 2011-2013	Principal Instructional Coach	Stipend/Extra pay for teachers to attend pd Including: ($1,356) Title I TIG Grant Consultant ($1,800) Title I TIG Grant Subs ($1620) for teachers to attend management training District Title I	Increased teacher effectiveness and student engagement **Artifacts:** Classroom Walkthrough Observations Discipline data including incident referrals and suspensions	Complete Teachers attended Charlie Applestein training in October 2011 Charlie Applestien to provide targeted mentoring/coaching for teachers occurred January 11, 2012
	Professional Learning: District PBIS Processes Ruby Payne (Culture of Poverty & Instructional Strategies Mental Models)	SY 2011-2013	Principal PBIS Facilitator	Stipends/Extra Pay for teachers to attend Ruby Payne PD: ($4,126) Title I TIG Grant.	Increase teacher capacity in regard to effective instructional strategies to utilize with under-resourced students **Artifacts:** PD materials	Complete Teachers attended Ruby Payne training in August 2011 and October 2011

Parent & Community Engagement:	**Parent & Community Engagement::** • Provide mentor parent activities • Provide parent activity to communicate agency support in the community	SY 2011-2013	Mentor Team Leaders Parent Involvement Coordinator	N/A	Increase parental involvement **Artifacts:** Sign-In Sheets	
	Parent & Community Engagement:: Establish School Accountability Committee to support the following: • Prioritizing school achievement goals • Coordinate activities to create community buy-in and develop school culture • Assist in development of Parent Involvement Plan, Parent Compacts, USIP • Communicate progress of USIP and Turnaround efforts	SY 2011-2013	Principal	N/A	Increase parental Involvement **Artifacts:** Agenda Sign-In Sheets	Complete School Accountability Committee established October 2011

	Parent & Community Engagement::
	External stakeholders (parents, community) are informed and engaged in transformation efforts
	1. Community partnerships are formed with local businesses, organizations, & community leaders
	2. Create a series of events for parents, students, and families
	  • Establish monthly breakfast with the principal
	  • Establish school tours for families and community members
	  • Establish parent leadership team (school accountability committee)
	  • Provide training for parents
		SY 2011-2013	Principal
			Family Literacy Coordinator
			Community Advocate
			Teachers
				Pride wear (uniform) incentive for parents attending classes ($4,000)	Increased parental involvement, increased student achievement
					Increase student pride
						In Progress
						School Accountability team established in October 2011
						Parenting training provided for parents in January 2012 in regard to behavior
						Tours are provided for families by Student Ambassadors (PBIS initiative)

Strength: Provides a series of action steps to facilitate the closure of the school and the transition of students to a new school.

Major Improvement Strategy #4: Implement a comprehensive transition plan that supports students, parents and staff into a new school with a vision of supporting a Continuum of Excellence on Pueblo's East Side with a focus on an International Baccalaureate Programme from PreKindergarten through Twelfth Grade.

Root Cause(s) Addressed: Persistent low achievement on Pueblo's East Side is manifested in a lack of a common vision, misalignment of curriculum and resources in the elementary schools that feed the middle school and high school.

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
                    ☑ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

	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)
Teachers	**Leadership For Learning:** Create a common vision for identified staff that will be transitioning with students to other East Side schools o Provide International Baccalaureate Level 1 training for identified staff to assist in future vision of achievement for students	March 2012-June 2012	Principal Identified Staff	IB Conference Travel and Registration Principal ($4,000)	Attend training Roster Increase capacity of staff to assist in development of comprehensive plan to improve student achievement.	
	Leadership for Learning The following training and resources teachers will receive this spring and summer will support district initiatives and support student achievement: o Continued implementation of daily PLC to engage in data analysis and development of plans to improve student performance o Implementation of achievement workshops to focus on math achievement and implementation of specific techniques to enhance achievement (Teach Like a Champion Field Guide will support achievement workshop implementation) o CORE Literacy Site visits will continue to build teacher capacity in best practices in literacy o CORE Math Site visits and professional development will continue to build teacher capacity in best practices in math and support the district's overall goal of improving math achievement district wide o GPS to provide training and support based upon each school's individual theme for International Baccalaureate - Provide International Baccalaureate Level 1 training for staff	March 2012-June 2012	Principal All Staff	Teach Like a Champion Field Guide ($440 TIG) Math Resources in alignment with feedback from CORE Coach to heighten achievement (Developing Number Concepts Books 1,2,3 and planning Guide- $2,000 TIG) (Math Work Stations and Independent Activities You Can Count On $300 TIG, Now I Get It $600) ($4,951) Extra Pay +Benefits to attend IB Traiing ($4,200) Consultant Fee for IB	Achievement Workshop Rosters Increased student achievement in math **Artifiacts:** Achievement Workshop Documents	
	Leadership for Learning: Assemble a Transition Team that meets after hours to: o Plan transition activities for students and parents o Provide transition activities for students and parents	March 2012-June 2012	Transition Team	Salary & Benefits for Extra Pay for Transition team ($250 per member x 5 = + benefits $1,179) Title I TIG Grant	Team to meet on a weekly basis **Artifacts:** Transition Team Agenda/Minutes Action Plan	

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	Leadership for Learning: Transition as many highly-trained staff members with students. Teachers will leverage knowledge of the following to new schools: o Standards-Based Instruction o Lesson Planning Templates o Unit Planning o Highly Effective Professional Learning Communities o Writing planners and rubrics for grades K-5 in all genres of writing o Data Analysis and utilization to make instructional decisions o Standards-Based Bulletin Boards o Under-Resourced Learners o Research-Based Mathematics instruction o Research-Based Literacy instruction o Teach Like A Champion Techniques	September 2012-Ongoing	Staff	N/A	Teachers will take all professional resources with them in an endeavor to support the professional growth of their new colleagues	
Students	**Student Transition** Develop student transition activities that allow students to interact socially and focus on positive aspects of change Develop an Transition plan that may include the following: o Joint learning activities o Pen pals o A "moving up" day so students can meet teachers and students from the new school o Weekly principal visits o Parents/Students to participate in memorable community organization art/writing activity at the Arts Center	March 2012-June 2012	Transition Team All Staff	Student Activities $200	**Artifacts:** Joint Learning Activities Pen Pal documents Moving Up day agenda	
Parents	**Parent Transition** Develop parent transition activities to support parents in transitioning to a new school. Develop a transition plan that may include the following: o 3 parent events on site to meet and greet the new principals and some staff members at the new school o Coordinate an Open House at the new schools so they can receive a tour and ask questions o Encourage new schools to have an ice cream social to meet and great parents and student in the fall. o Parents/Students to participate in memorable community organization art/writing activity at the Arts Center	March 2012-Sept 2012	Transition Team New School staff	General Fund	Action Plan	

Closure Plan- Addendum
It was determined on February 9, 2012 that Spann Elementary will be closed in June of 2012.

Allowable use of funds of the CDE Tiered Intervention Grant says, "If, however, the SEA is willing to accept a new or an amended application from such an LEA, as part of its amended application, the LEA must submit, among other required information, a revised plan for implementation and a revised budget, each of which should reflect the anticipated school closure…On the other hand, if implementing certain model components, even if only for one year, would help increase students' academic achievement, it might be worth the continued costs, particularly if the up-front costs have already been paid and the work necessary to begin full implementation has already been completed. "
Therefore, Spann Elementary proposes to implement a Transition Plan to ensure students matriculate to an appropriate elementary or middle school as well as sets their sights on heightened student achievement.

The Transition Plan will ensure that each student transitions to the most appropriate elementary school through
   a) Attendance area redistribution
   b) Assignment to new school with as few transitions as possible (proposal of East Side re-configuration)
   c) Movement with sibling unless transitioning to middle school
   d) Reassignment of staff members to schools with as many following Spann students as possible

The Transition Plan will be managed by Daniel Combs. Tammy Neal and a transition team of identified staff members and parents will develop a specific action plan to support the transition of families to new schools.

The school is following a detailed school closure protocol with the support and oversight of the Division of Learning Services. Steps include:
   o Organization and appropriate redistribution of all student records
   o Inventory and redistribution of all Title I assets to Title I schools serving Spann students and/or Title I students
   o Redistribution of all other assets

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Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program •Title I Targeted Assistance Program •Title I Improvement, Corrective Action or Restructuring •Additional Requirements for Turnaround Status Under State Accountability •Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

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 plan requirements   ☐ School Improvement Grant

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)
NCLB Requirement: Annual Title I parent meeting- explaining our program, answer questions, and invite parent participation	August 2011	Principal Teachers Parents	N/A	Agenda, Minutes, Meeting sign in sheet – CIFRS	Complete August 2011
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available)	October 2011 April 2012	Principal Teachers Parents	District Translator	Parent/Teacher sign in sheets	Complete October 2011 April 2012
Establish Certified Team Leader to coordinator Parent Involvement activities, ensure compliance, and organize CIFRS	August 2011-May 2012	Principal Team Leader	Stipend and Benefits for Extra Duty Certified Team Leader $500.00 Benefits $89.00	Title I Compliance CIFRS Compliance	Complete Stacey Hart to ensure Title I Parent involvement compliance
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	October 2011 January 2012 April 2012	Principal Teachers Parents	$61 Printing (Title I)	Reports sent home Newsletters	Complete Newsletters sent home monthly
Grade-Level Parent Activities to promote grade specific skills and support for parents and students	August 2011-May 2012	Grade level Teachers	Supplies - $900 (Title I) Refreshments $300 (Title I) Printing- $50 (Title I)	Build parent capacity regarding grade level concepts and skills and ways they can support the child(ren)	In Progress Semester 1: All grade levels completed activities Semester 2:
1st Quarter Parent Involvement Activity – Workshop for parents on reading to demonstrate how skills are taught to students.	September	Principal Specialists Parents	Supplies - $75 (Title I) Refreshments- $25 (Title I) Printing- $15 (Title I)	Improve Reading skills	Not Begun
2nd Quarter Parent Involvement Activity – Workshop for parents on math to demonstrate how math skills are taught to students.	November	Principal Specialists Parents	Supplies - $75 (Title I) Refreshments- $25 (Title I) Printing- $15 (Title I)	Improve Math skills	Not Begun
3rd Quarter Parent Involvement Activity – Workshop for parents on writing to demonstrate how writing skills are taught to students.	January	Principal Specialists Parents	Supplies - $75 (Title I) Refreshments- $25 (Title I) Printing- $15 (Title I)	Improve Writing Skills	

Strength: Provides Title I Addendum with budget and crosswalk to activities in UIP.

4th Quarter Parent Involvement Activity – Workshop for parents by various community agencies to discuss student development, mental health, medical, and other community resources.	April	Principal Specialists Parents	Supplies - $75 (Title I) Refreshments- $25 (Title I) Printing- $15 (Title I)	Create a climate of Partnership	
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 (Notification of School-Choice)	August 2011	Title I director Principal	Printing $20 (District Title I)	Letter sent to parents in Spanish and English August 2011	Complete August 2011
Provide a 4-component family literacy program	August 2011	Family Literacy Coordinator K-3 Staff	Family Literacy Coordinator District Title I- $33,000	Parent sign-in sheets Begin program August, 2011	Complete Began program in October 2011
NCLB Requirement: Meeting with parents to gain input on updating the Parent Involvement Policy/Compact	May 2012	Principal Teachers Parents	N/A	Involve parents in the planning, review, evaluation, and improvement program	

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications
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

☑ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

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)
The certification of the Title I teachers and paraprofessionals will be monitored to determine that they are highly qualified	Summer 2011 and ongoing as necessary	Principal	Local Funds Federal Funds Title I	The Title I teachers and paraprofessionals are highly-qualified Principal Attestation Time and Effort certification	Complete August 2011
The principal will work with the Human Resources Department to attract and maintain highly-qualified teachers.	Summer 2012 and ongoing as necessary	Principal PD Director	Title IIA funds (stipends of $500 to 3 mentors)	Our school will retain 95% of the teachers, including Title I and special education teachers.	
New teachers are partnered with a mentor teacher starting in August 2011-June 2012	August 2011-June 2012	PD Director Principal	Title IIA (stipends of $500 for mentors)	Monthly meeting provided by the district	Complete August 2011 Sarah Burris with Stacey Hart Krista Riggio with JoAnne Mohan

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 plan requirements   ☐ School Improvement Grant

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)
The principal, kindergarten teachers and preschool teachers will meet to discuss: • Curriculum expectations with a strong focus on early literacy and mathematics skills	April 2012	Principal Kdg Teachers PreK Teachers	Local funds	Evaluation of the meeting will indicate a heightened awareness and program planning for kindergarten	
The kindergarten teachers will meet with the preschool teachers each spring and discuss the academic strengths and weaknesses of student moving into kindergarten.	May 2012	Kdg Teachers PreK Teachers	None	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into Kdg and will utilize information as they plan instruction	

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 plan requirements   ☐ School Improvement Grant

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)

We coordinate funds in the following ways:
• Title I funds:
   o Salaries of Title I teachers
   o Unified Plan planning team
• TIG Funds
   o Instructional Coaches
   o Professional Development
   o Extended Day
• Title III Funds
   o ELL Teacher
	School Year 2011-2014	Principal
		Leadership Team
			Title I
			TIG
			Title III
			Title X
			Local Funds
				Expenditures are reviewed with the staff and stakeholders to evaluate effectiveness and make appropriate adjustments as needed throughout	In Progress

• Title X Title X Tutor					

Section V: Supporting Addenda Forms

For Title I Schools Identified for Improvement

Title I schools identified for improvement may choose to use this format to ensure that all improvement planning requirements are met. As a part of this process, some schools may meet some of the requirements in previous sections of the UIP. This form provides a way to make sure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I improvement requirements in the UIP.

Description of Title I Improvement Plan Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Strategies. What scientifically-based research strategies are identified to strengthen the core academic subjects of reading and math?		Section IV: Action Plan Form	**PG 19 Leadership for Learning** Partnership with outside governing agency: Global Partnership Schools (GPS) to provide consultation concerning effective action plan for Turnaround process and improvement of leadership skills. Partnership with Consortium of Reading Excellence (CORE). ▪ Instruction, assessment, and management professional development GPS will provide district Education Change Leaders (2.0 FTE), as well as a leadership coach to provide ongoing consultation to administration at Spann in an effort to improve leadership effectiveness. **PG 20,27 - Curriculum Teaching & Learning:** Deliver high-leverage, focused, engaging, standards-based instruction that is: Explicit-purpose, rationale, instructional targets, guided instruction, practice with feedback, vocabulary development, HOTS, Create Connections Systematic- emphasis on small steps, checks for understanding, achievement of active and successful student participation, provides frequent feedback **PG 20,27- Curriculum Teaching & Learning:** ▪ Align assessment to learning target (multiple choice, matching, short answer, essay, performance, etc.) ▪ Use and analyze assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, nest day, next unit)

- Use and analyze assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum

PG 23, 30 - Professional Learning for Reading and Math:

Reading: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in all content areas. On-site Instructional Coach (1.0 FTE)

GPS provide CORE coach consultant (15 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction.

PG 23,29 - Professional Learning implementation of PLC:

Implementation of Professional Learning Communities (PLC) by grade level teams. PLC teams will meet **daily**, Monday-Thursday to assist in the continuous improvement of Teaching and Learning Cycle

PG 24 Parent and Community Engagement:

Provide a 4-component family literacy program

Core Subjects. Policies and practices concerning the core academic subjects have been adopted that have the greatest likelihood that all groups of students will meet the state's proficient level of achievement on CSAP.	☑ Yes ☐ No		
Professional Development. How will the school provide teachers and principals with high-quality professional development? How will the funds for professional development (10% set aside) be used to remove the school from school improvement status? How will a mentoring be included in the professional development plan?		Section IV: Action Plan Form. The 10% set aside should be explicitly addressed in the resource column.	<u>School:</u> CORE Training: Reading (July 2011 and ongoing coaching) and Math (October 2011 and ongoing coaching) Writing: Writing Process (October 2011) Under Resourced Learner (August 2011, October 2011) Charlie Applestein – Behavior Management (October 2011, January 2012) Ongoing Job Embedded Professional Development from on-site Instructional Coach Ongoing weekly Leadership Coaching for Building Principal <u>LEA:</u> LEA provided a Leadership Performance Coaching training to support the performance of Instructional Coaches at each site. LEA provided Content Specialists in the areas of Literacy and Math to provide assistance with data analysis, coaching, and effective instructional strategies in the classroom. LEA provides elementary schools with professional development on the DIBELS NEXT assessments which is a clearly defined process of identification of students that are at risk of not meeting academic achievement in reading. Embedded coaching and DIBELS NEXT support is available for elementary schools and is provided through an outside consultant.

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The 10% set-aside was used district-wide to provide the ELL, RTI, and content-specialists.

Interim Measures and Implementation Benchmarks. What are the specific annual, measurable objectives to measure continuous and substantial progress toward meet the state's proficient level of achievement on CSAP?	Section III: Interim measure in Target Setting Form and Section IV: Implementation Benchmarks in Action Plan Form	Section III: Interim measure in Target Setting Form and	Section IV: Implementation Benchmarks in Action Plan Form
		Reading Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% DIBELS Next (Administered 3 times during the school year) ▪ Increase the percent of students scoring Benchmark at each administration by 5% Reduce the number of students scoring Intensive by 3% Benchmark Assessments ● increase the number of students on track by 3% each administration	**PG 20** Increase student achievement as result of data analysis and informed instruction Administer Galileo Benchmark (Aug, Oct, Dec., May) Administer DIBELS Next Benchmark (Aug, Jan, May) Progress Monitor DIBELS K-5 Administer Benchmark Assess Rdg Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction **Artifacts:** Benchmark Data Walkthrough observation forms
		Math Galileo Assessment (Administered 4 times during the school year) ▪ Increase the percent of students scoring On Course or Low Risk at each administration by 5% Aims Web (Administered 2 times during the school year) ▪ Increase the percent of students scoring Above Target at each administration by 5%	**PG 27** Increase student achievement as a result of data analysis and informed instruction as a result of change in teacher practice. Administer Galileo Benchmark (Aug, Oct, Dec., May) Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction **Artifacts:** Benchmark Data Classroom Walkthrough observation forms **PG 29** Collect and analyze data from AIMS web January and May to determine appropriate intervention and instruction **Artifacts:** PLC Minutes Aims Data Reports
		Writing Common formative writing assessment administered 3 ~~times per quarter across classrooms. Student writing~~ will be scored utilizing a common rubric. Increase the average points correct on each	**PG 21** Increase writing achievement as a result of informed data analysis & instruction Collect and analyze data from common writing assessments administered as a pre, interim, and post assessment for each writing Genre (Narrative,

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		administration	Expository, Opinion). **Artifacts:** Common Writing Prompts Writing Assessments
		Science Galileo Assessment (Administered 4 times during the school year) • Increase the percent of students scoring On Course or Low risk at each administration by 5%	**PG 27** Increase student achievement as a result of data analysis and informed instruction as a result of change in teacher practice. Administer Galileo Benchmark (Aug, Oct, Dec., May) Collect, and analyze student data from various sources to determine and identify student needs and to inform instruction

Description of Title I Improvement Plan Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Parent Communication. The school has provided written notice about the identification to parents of each student enrolled in the school.	☑ Yes ☐ No		
Parent Involvement. What strategies are identified to promote effective parental involvement in the school?		Section IV: Action Plan Form. Parent Compact may be attached to plan.	**PG 30 -** Spann will offer a 4 Component Family Literacy Program **PG 36-** Spann will provide grade level specific parent involvement activities focusing on Reading and Math once per semester
Technical Assistance. What assistance is the LEA providing as a result of being identified for Title I improvement?		Section IV: Action Plan Form	LEA will provide a summer school program for 3 weeks in June in order to provide additional educational assistance to meet standards in reading and/or math. Due to the identification of Improvement status, additional slots will be available for students from Spann. During the 2010-2011 school year, Title I Part A funds were used to purchase technology equipment as effective aides of instruction. Leveraging of funds with Title II, Part A was used to hire two 21st Century Skills Technology Coaches, The Technology Coaches will support Title I schools through the use of data analysis and interpretation for the explicit purpose of integrating technology into the classroom in order to improve instruction and academic achievement. LEA has provided schools with a district-level RTI Specialist who provides technical assistance with a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on continuous progress monitoring and data analysis. LEA has provided schools with a district-level ELL specialist who provides technical assistance with language acquisition and content-specific instructional strategies.