

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

Organization Code: 3110

District Name: JOHNSTOWN-MILLIKEN RE-5J

School Code: 5896

School Name: MILLIKEN ELEMENTARY SCHOOL

Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

25 % of 3rd,4th and 5th grade students meet or exceed state standards for ELA compared to the state at 40%
 13.6% of 3rd,4th and 5th grade students meet or exceed state standards for Math compared to the state at 32.3%
 16.3% of our Hispanic student meet or exceed state standards in ELA compared to 33.6% of White students

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Lack of rigorous instruction in LA and Math
 Failure to consistently analyze and review data to guide instruction
 Lack of targeted interventions for students based on data indicators
 Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)
 Limited collaboration and purposeful planning

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Implement rigorous student centered instruction with high expectations in LA and Math
 Provide targeted interventions for students based on data indicators
 Create a school focus to analyze data and review data to guide instruction

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

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

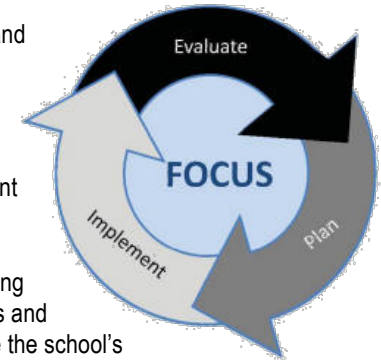
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p>Narrative:</p> <p>The School and Stakeholders: Milliken Elementary school (MES) is one of three (non-charter) elementary schools in the Weld RE5J Johnstown-Milliken School District and we have an enrollment of 574 students. We are a diverse school, with over forty-seven percent of our population representing minority groups. Fifty-four percent of our students participate in the Free and Reduced lunch program, while the percentage of families eligible is even higher. In spite of the poverty impacting so many of our students, we have a great degree of diversity social-economically among our students. We also have</p>				

a high degree of student mobility. We are currently at 5574 this year, but the number is continuously changing, greatly impacting our cohort achievement data. With our diverse population at MES, the staff takes great pride in striving to help students succeed and grow both emotionally and academically. Due to our student population, we are also a Title School. We have 1.5 FTE Title staff that serves our students' needs specifically in literacy. The Title program has been beneficial to our students as it provides additional interventions and specific data that the whole staff can use to serve our students.

The school improvement planning committee has been created for the 2015 school year and was a collaborative effort amongst administration and K-5 teachers, parents and community. In order to get all pertinent parties on board we have had various meetings in the beginning of the year (September) to view last year's goals, results and to make suggestions or ideas for improvements for this year's plan. The MES UIP team used local and past years TCAP data to determine a root cause for Reading, Math, and Writing.

Review of Current Performance:

READING

Reading scores are substantially below the State in all three grade levels.

The gap is 14% in 3rd grade and grows to 18% in 5th grade when compared to the state in Met and exceeds

MATH

3rd grade Math is only 6 percent lower for than the state average and the same as the district.

4th and 5th grade are over 20% lower than the state average for Met/Exceeded in reading.

Last year 3rd, 4th, and 5th grade all saw increases in math. 3rd grade math were higher in the state average for P/A.

Overall our targets were not met due to lack of rigorous and research based instruction in all content areas. Our gaps are due to gaps in the curriculum and lack of implementing programs with fidelity and a lack of training and collaborative planning. We lacked supplemental materials to fill gaps in the curriculum and to address the needs of ELL students.

TREND ANALYSIS

PARCC was used in identifying performance trends. We looked and the three year SPF and previous TCAP data as well as local data to find trends.

TREND STATEMENTS

- Reading achievement is flat and below expectation
- Math has had consistent growth since 2012 in all 3 grade levels.
- When looking at trend data of cohorts from 3rd to 4th to 5th grades, those students seem to be losing ground.
- On average only 19% of students are meeting standards in all the grade levels in all subjects
- 3rd grade seems to be closing the gap, but the gap widens for 4th and 5th grade
- There is need for growth in writing in both paragraph writing and in mechanics.
- Science achievement is declining and well below the state expectation

PRIORITY PERFORMANCE CHALLENGES

25 % of 3rd,4th and 5th grade students meet or exceed state standards for ELA compared to the state at 40%
 13.6% of 3rd,4th and 5th grade students meet or exceed state standards for Math compared to the state at 32.3%
 16.3% of our Hispanic student meet or exceed state standards in ELA compared to 33.6% of White students

Root Cause	Verification of Root Cause
Failure to consistently analyze and review data to guide instruction	Data discussions Department/grade level meetings
Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)	Data discussions Department/grade level meetings Informal and formal observations
Lack of rigorous instruction	Data discussions Department/grade level meetings Informal and formal observations Classroom walkthrough data
Limited collaboration and purposeful planning	Data discussions Department/grade level meetings

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	61% P/A in Reading	Not met – test changed	Lack of rigorous instruction in LA and Math Failure to consistently analyze and review data to guide instruction Lack of targeted interventions for students based on data indicators Lack of dedicated curriculum for interventions (ELL, Minorities, SPED) Limited collaboration and purposeful planning
	65% P/A in Math	Not met – test changed	
Academic Growth	Meets or exceeds AGP in reading	Not met – test changed	
	Reduce gap to 0	Not met – test changed	
Academic Growth Gaps	Meets or exceeds AGP targets in reading	Not met – test changed	
	Meets or exceeds AGP targets in Math	Not met – test changed	
Postsecondary & Workforce Readiness	NA	NA	
	NA	NA	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading achievement is flat and below expectation	25 % of 3 rd ,4 th and 5 th grade students meet or exceed state standards for ELA compared to the state at 40%	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
	When looking at trend data of cohort from 3 rd to 4 th to 5 th grades, students seem to be losing ground		
Academic Growth	Writing has shown a slight decrease overall	13.6% of 3 rd ,4 th and 5 th grade students meet or exceed state standards for Math compared to the state at 32.3%	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
	There is need for growth in writing in both paragraph writing and in mechanics.		
Academic Growth Gaps	The ELL gap is getting wider in ELA when students get older	16.3% of our Hispanic student meet or exceed state standards in ELA compared to 33.6% of White students	Failure to consistently analyze and review data to guide instruction Lack of rigorous instruction Limited collaboration and purposeful planning
	The gap is getting narrower in Math		
	NA		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	NA		

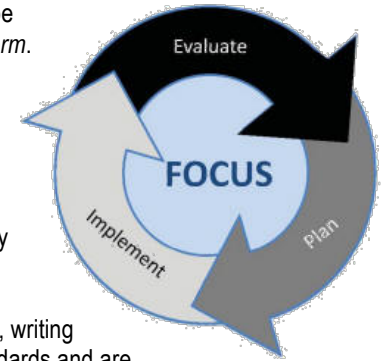
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	34.3% Met/Exceed (Grades 3-5)	37% Met/Exceed	40.3%	Star Reading/Weekly Tests	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		READ	36.3% Benchmark (Grades K-2)	43% Benchmark	50% Benchmark	Dibels Benchmark	
		M	13.6% Met/Exceed (Grades 3-5)	22% Met/Exceed	32.3%	Unit Tests	
		S	20% Strong/Dist (Grade 5)	27% Met/Exceed	34%	Unit Tests	
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		Meets or exceeds AGP targets	Meets or Exceed AGP targets	Star Reading (every six week assessments throughout the year – Beginning of August, October, December, February, April, End of year May) Percent proficient or advanced Dibels K-5 (three benchmarks in August, December, and May) Percent of students at benchmark	Implement rigorous student centered instruction with high expectations in all content areas Provide targeted interventions for students based on data indicators Create a school focus to analyze data and review data to guide instruction
		M					
		ELP					
		ELA					

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Academic Growth Gaps	Median Growth Percentile, local measures	M		Meets or exceeds AGP targets	Meets or exceeds AGP targets		<p>Implement rigorous student centered instruction with high expectations in all content areas</p> <p>Provide targeted interventions for students based on data indicators</p> <p>Create a school focus to analyze data and review data to guide instruction</p>
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement rigorous student centered instruction with high expectations in all content areas

Root Cause(s) Addressed: Lack of rigorous instruction
Failure to consistently analyze and review data to guide instruction
Limited collaboration and purposeful planning

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	August	August	Principal/ Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
The school will host a literacy night during the year to involve parents in appropriate strategies to help their children become better readers. Provide examples of books and give out books.	Jan/Feb	Jan/Feb	Teachers, interventionist, principal	\$500 General Fund	100% teachers will participate in the event. Reading strategies will be posted on the Schools website for extra parent viewing.	In progress
Implement our STAR Reading assessment that helps correlate our state reading standards for our 3 rd , 4 th	Every 6 Weeks	Every 6 Weeks	Media Center Teacher/	\$4,174.70 General Funds	100% of teachers will be trained and implemented based on principal	In progress

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and 5 th grade students. Students will be benchmarked in the beginning with two additional testing times. (This assessment allows teachers to understand which standards our targeted students are struggling or excelling in.)			Classroom teachers.		walkthroughs and evaluations. Principal will evaluate data every six weeks.	
Research and possibly implement the high quality strategies in the researched based SIOP model for instruction.	March 2015		Teachers, and Principal		Teachers and Principal will research the SIOP model	In progress
Rigorous courses are developed in the master schedule and are implemented using data			Staff Administration GT coordinator	General Fund	Summer 2014 teachers will meet with district curriculum committees to discuss instructional changes	In progress
Implementation of research based instructional strategies in all content areas (including ELL, SPED and Title)			Teachers Administrators Interventionists Title I ELL SPED teachers	General Fund PD opportunities Training	By the end of 2014, all students will have received professional development to support research based instructional strategies in the classroom.	

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

Major Improvement Strategy #2: Provide targeted interventions for students based on data indicators

Root Cause(s) Addressed: Lack of targeted interventions for students based on data indicators

Failure to consistently analyze and review data to guide instruction

Lack of dedicated curriculum for interventions (ELL, Minorities, SPED)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	Monthly	Monthly	Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress
Create a whole staff after school tutoring program twice a week for 30 min.(MAST) that is Standards TCAP based for targeted 4 th and 5 th grade math students who are unsatisfactory/partially proficient.	Nov-April	Nov-April	Teachers/Principal/Specialist	General Funds \$500	100% of the staff will participate in tutoring. Principal will use Star Math benchmark scores to assess targeted students for growth every six weeks.	In progress
Create a new MATH/Reading intervention that every student will have access to for one hour a week.	Sept		Math interventionist Reading interventionist	General fund	By September 2014, 100% of students will receive interventions based on their needs	

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Find a research based curriculum for ESL	October		ESL teacher	General fund	By August 2014 all students in ESL will have a reading class that focuses on their needs.	

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

Major Improvement Strategy #3: Create a school focus to analyze data and review data to guide instruction

Root Cause(s) Addressed: Lack of rigorous instruction
Failure to consistently analyze and review data to guide instruction
Limited collaboration and purposeful planning

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Ensure that all classroom teachers be fully trained and on mClass and Alpine to review their classroom data.	Sept	Sept	Principal/Teachers	General Funds	Principal walkthroughs and evaluations in the beginning/middle/end of the year.	In Progress
Provide a school wide display of grade level rubrics and the students work throughout school.	Through the year		Principal and classroom teachers.		100% of 4th and 5th grade teachers are departmentalized. Each quarter the principal completes walkthroughs. Principal will meet with grade levels to discuss what types of writing and to have a variety quarterly.	In Progress
Create a vertical alignment with districts 4 th and 5 th grade curriculum writing teachers to meet and plan together lessons for targeted students.	Through the year		Principal, Departmentalization teacher for 4 th and 5 th grade		Principal will meet monthly to oversee curriculum is being aligned by state standards and district curriculum map. Departmentalization teachers must meet at least once a month to plan.	In progress

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Teachers will meet with the principal to do “data discussions” for their classroom	Monthly		Principal/Teachers	General Fund	Principal with meet with each teacher multiple times a semester to discuss data.	In progress
Classroom teachers will utilize benchmarking writing and use common grade level rubrics to assess data and then to provide targeted differentiated interventions for all students. They will then progress monitor students to show growth.	Quarterly		Teachers and interventionists	General Fund	Data will be shared with building administrator that is collected monthly.	In progress
Classroom teachers will utilize benchmarking data to provide targeted differentiated interventions for all students and progress monitor students to show growth.	Quarterly		Teachers and interventionists	General Fund	95% of teachers will participate. Data will be shared with building administrator that is collected monthly.	In progress

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

Section V: Appendices

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

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