COLORADO DEPARTMENT of EDUCATION

Mandatory FORM # OFP-135 EDAC APPROVED Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 1618 School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	71.38%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	70.34%	-	-	
		W	54.84%	-	-	60%	-	-	
		S	45.36%	-	-	52.32%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	31	-	-	42	-	-	
		M	47	-	-	47	-	-	
		W	38	-	-	49	-	-	
		ELP	-	-	-	40	-	-	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness:
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 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.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

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

1	Name and Title	Michelle Slyter, Principal
	Email	mslyter@d49.org
	Phone	719-495-5289
	Mailing Address	Evans International Elementary School, 1675 Winnebago Road, Colorado Springs, CO 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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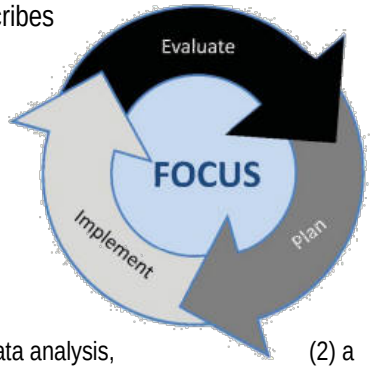
Section III: Narrative on Data Analysis and Root Cause Identification

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.



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.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF 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.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Reading: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in reading. The data considered included TCAP data, the School Performance Framework, and school/district testing (DibelsNext, SCANTRON, progress monitoring as well as building utilized assessments). Achievement trends were mostly consistent among all measures. School data collected shows consistent growth from the beginning of the year to the end.

Academic Achievement in Reading:

Our TCAP scores have remained stable over 3 years. Last year we saw an increase with 3rd, 4th, and 5th grade scores. Overall (grades 3-5), we saw an increase in the percentage of students scoring proficient/advanced from 69% in 2012 to 73% in 2013. We show decreases in our unsatisfactory scores in 3rd and 4th grades, and a slight increase in unsatisfactory scores in 5th grade. The table below shows TCAP results for reading by grade level and overall over a 4 year period.

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Reading –

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	6	10	6	3	6	8	15	9	13	8	11	12	8	9	11	8
% Partially Proficient	19	18	14	16	22	19	21	20	12	21	26	19	18	19	20	18
% Proficient	71	70	74	75	69	72	63	70	60	66	60	67	67	69	66	70
% Advanced	4	3	5	6	3	1	1	1	13	5	3	3	7	3	3	3

Academic Growth & Growth Gaps Summary in Reading:

Over a 3 year period we are consistently showing significant increases in the percentage of students at grade level proficiency at the beginning of the year and those at proficiency at the end of the year; 1%-92% improvement in Fountas & Pinnel, 38%-86% improvement in Dibels Composite, and 3%-25% in Scantron Reading scores. Although we have achievement gaps between white and black students overall in reading, that gap has decreased from 20% in 2012 to 6% in 2013. We have also seen a slight decrease over 3 years in the achievement gap between white and Hispanic students from 15% to 11%. Over 3 years, the achievement gap between boys and girls has significantly decreased from 9% to 2%. The performance of students with disabilities remains a concern as they continue to score significantly lower than other populations. Their achievement dropped 7% from 2011-2012, but we saw an increase in reading performance for this subgroup in 2013. The percentage of proficient/advanced remains low at 37%. We saw a significant increase in the performance of English Language Learners in reading from 46% in 2012 to 68% in 2013. In 3rd grade, our percentage of students scoring advanced is 6%, which is slightly lower than the state average of 7%. In 4th grade our advanced scores are 1%, which is below the 5% state average. In 5th grade our advanced scores are 3% and the state average is 8%. The table below shows overall (3-5)TCAP results by subgroup over a 3 year period.

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Reading

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	73	28	55	62	65	78	82	66
2011	72	29	52	72	61	76	77	68
2012	69	22	46	56	61	76	73	65
2013	73	37	68	71	66	77	75	73

We are rated as Approaching in academic growth for reading on both our 1 year and 3 year data. Overall, we have made adequate growth with an observed growth of 44 compared to the adequate growth of 29. Free-Reduced Lunch Eligible, Minority Students, and English Learners have made adequate growth over a 3 year period. However, on the 3 year plan, English Learners maintain a rating of "meets" while free/reduced lunch eligible students and Minority Students have a rating of "approaching." Adequate growth for students with disabilities continues to be an area of concern. On the 3 year plan, the rating for the students with disabilities subgroup was "does not meet," adequate growth 70 and observed growth is 34. On the 1 year plan, the rating for this group was "approaching," with adequate growth 72 and observed score of 50.

We are seeing consistent and predictable trends in reading as we consider the data from www.schoolview.org. In both 4th and 5th grades, students' observed growth is meeting or exceeding adequate growth. In 4th grade adequate growth is 25 and the observed growth is 34. In 5th grade adequate growth is 32 and the observed growth is 53. Adequate growth for our White students is 26 and observed growth for our White students is 38. Adequate growth for our Hispanic students is 40 and the observed growth 39. Adequate growth for our economically disadvantaged students is 36 and the observed growth is 49. Adequate growth for male students is 31 and females 29; the observed growth for

males is 39 and females 47. Our largest concern remains with Students with Disabilities subgroup where the adequate growth is 72 and observed growth 50.

Root Cause and Verification:

Since 2009, we have been utilizing the National Literacy Coalition (NLC) Every Child a Reader framework as our core reading program to deliver in-class small group differentiated reading instruction. During the 2010 school year we began delivering on-grade level reading instruction to all students utilizing the Treasurers curriculum, and intervention utilizing Reading Mastery and direct instruction. Although our special education teachers received NLC Reading training at the school level, the NLC framework has not been consistently implemented to align instruction between the general education and support classrooms. This has also resulted in not fully implementing interventions on a consistent basis. We are in the early stages of implementing specific interventions on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our reading scores. Further verification of root cause will come from the results of implemented changes and adjustments to reading instruction.

Math: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in math. The data considered included TCAP data, the School Performance Framework, and school/district testing (grade level math assessments in the primary grade, common assessments, & SCANTRON). Achievement trends show growth from the beginning to the end of the year in math.

Academic Achievement in Math:

Our TCAP scores in 3rd and 4th grades have remained stable over 3 years. Last year we saw an increase with 3rd and 4th grade scores, and a decrease with 5th grade scores from 63% in 2012 to 57% in 2013. 3rd grade saw a significant increase in scores in 2013 with 86% of students scoring proficient/advanced. 4th grade performance increased in 2013 with 71% of students scoring proficient/advanced. The percentage of unsatisfactory scores decreased significantly in 3rd grade over the last 2 years, from 12% - 2%, while unsatisfactory scores increased slightly in 5th grade by 1%, from 7% to 8%. Overall, (grades 3-5) the percentage of students scoring unsatisfactory in math has decreased over 3 years, from 8% to 5%. In 3rd grade, our percentage of students scoring advanced is 43%, which is higher than the state average of 31%. In 4th grade our advanced scores are 29%, which is slightly higher than the 28% state average. In 5th grade our advanced scores are 15% and the state average is 29%. The table below shows TCAP results for math by grade level and overall over a 4 year period.

Math –

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	6	12	3	2	4	7	11	8	10	6	6	7	7	8	7	5
% Partially Proficient	17	24	23	12	20	13	24	21	28	23	29	35	22	20	25	23
% Proficient	45	39	36	43	51	50	41	42	36	42	48	42	44	44	42	42
% Advanced	32	25	38	43	24	31	24	29	23	29	15	15	26	28	25	29

Academic Growth & Growth Gaps Summary in Math:

Over a 3 year period we are consistently showing significant increases in the % of students at grade level proficiency at the beginning of the year and those at proficiency at the end of the year; 63%-89% improvement in grade level math assessments in the primary grades. During the same 3 year time period, Scantron math scores have remained at 17% improvement for 3rd, 4th, and 5th grades overall from beginning to the end of the year. We continue to see inconsistencies in the relationship between SCANTRON achievement and TCAP results.

Although we have significant achievement gaps between white and black students overall in math, that gap has decreased significantly by more than half from 35% in 2012 to

15% in 2013. We have also seen a decrease in the achievement gap between white and Hispanic students from 27% in 2012 to 18% in 2013. The achievement gap between males and females has never been more than 5% during the past three years. In 2013, males performed slightly higher than females by 2%. The performance of students with disabilities remains a concern as they continue to score significantly lower than other populations. We saw a slight increase in math performance for this subgroup in 2013. The percentage of proficient/advanced remains low at 31%. We saw a significant increase in the performance of English Language Learners in math from 43% in 2012 to 56% in 2013. The table below shows overall (3-5)TCAP results in math by subgroup over a 3 year period.

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Math

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	71	37	52	50	59	79	69	72
2011	72	33	48	48	62	81	75	70
2012	67	28	43	43	51	78	64	69
2013	71	31	56	62	59	77	71	73

We are rated as Meets in academic growth for math on both our 1 year and 3 year data. Overall, we have made adequate growth with an observed growth of 47 compared to the adequate growth of 47. Our 3 year data shows none of our subgroups meeting median adequate growth, with all showing a rating of approaching. However, our 1 year rating shows "meets" for Free-Reduced Lunch Eligible, and "approaching" for Minority Students. Adequate growth for students with disabilities continues to be an area of concern. On the 3 year plan, the rating for the students with disabilities subgroup was "approaching," however, on the 1 year plan it is "does not meet." Adequate growth is 77 and observed growth is 39 for this subgroup.

We considered www.schoolview.org as we looked at growth among subgroups. Overall, for all students adequate growth is 47 and our observed growth is 47. In 4th grade, adequate growth is 44 and the observed growth is 52. In 5th grade, adequate growth is 49 and the observed growth is 39. Adequate growth for our Hispanic students is 59 and the observed growth 49. Adequate growth for our White students is 43 and observed growth is 46. Adequate growth for our economically disadvantaged students is 49 and the observed growth is 49. Adequate growth for male students is 47 and females 47; the observed growth for males is 48 and females 46. The school view data also showed concerns with students with disabilities. Adequate growth for students with disabilities is 77 and the observed growth is 39.

Root Cause and Verification:

We considered additional data as we engaged in root cause analysis for math achievement and growth. We looked at data from teachers regarding math skills being taught, re-taught, and assessed. We also considered how instruction is aligned within and across grade levels. We considered CO state standards in math as we looked at the delivery of math instruction. Through these discussions and the review of data we were led to the root cause to the lack of growth and achievement in math. We lack a system of intervention and progress monitoring in math to address achievement gaps in math. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our math scores as well as meeting adequate growth. Further verification of root cause will come from the results of implemented changes and adjustments to math planning, instruction, and assessment."

Writing: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in writing. The data considered included TCAP data, the School Performance Framework, and school/district testing (Grade Level Writing Assessments & SCANTRON). Achievement trends mostly ghow students showing growth on our grade level writing assessments and Scantron. School data collected shows consisteng growth from the beginning of the year to the end.

Academic Achievement in Writing:

Our TCAP scores have remained stable over 3 years. Over the past three years, 3rd grade has seen a continual increase in scores. 4th grade saw a 10% increase in scores in

2013, but the scores are at 55% in 2013 compared to 68% proficient/advanced 3 years ago. The percentage of 5th grade students scoring proficient/advanced has decreased each of the past three years. There are no students scoring unsatisfactory in 3rd grade writing, and both 4th and 5th grade saw a decrease in the percentage of students scoring unsatisfactory. The table below shows TCAP results for writing by grade level and overall over a 4 year period.

Writing –

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	7	3	2	0	4	4	7	6	5	4	6	5	5	4	5	3
% Partially Proficient	41	39	35	32	40	28	47	39	24	30	37	40	35	32	40	37
% Proficient	39	52	56	56	45	61	40	46	58	42	47	49	47	52	47	51
% Advanced	13	6	6	12	11	7	5	9	11	24	11	7	12	12	7	10

Academic Growth & Growth Gaps Summary in Writing:

Over a 3 year period we are consistently showing significant increases in the percentage of students at grade level proficiency in writing at the beginning of the year and those at proficiency at the end of the year; 40%-83% improvement in grade level writing assessments, and 8%-27% in Scantron Language Arts scores. We continue to have an achievement gap between white and black students in writing. However, the gap has decreased by half during the 3 year period from 14% in 2011 to 7% in 2013. We continue to see an achievement gap between female and male students over a 3 year period. The percentage of females scoring proficient/advanced is 70% in 2013 compared to 52% of males. There is an achievement gap between white and Hispanic students over 3 years in writing. This gap decreased this year from 18% in 2012 to 10% in 2013. The performance of our students with disabilities remains a concern as they continue to score significantly lower than other populations. We have seen 3 consecutive years of increases for ELL students in writing. In 3rd grade, our percentage of students scoring advanced is 12%, which is slightly higher than the state average of 8%. In 4th grade our advanced scores are 9%, which is slightly higher than the 8% state average. In 5th grade our advanced scores are 7% and the state average is 9%. The table below shows overall (3-5) TCAP results by subgroup over a 4 year period.

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Writing

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	58	14	44	50	51	63	69	52
2011	64	12	34	56	52	70	75	55
2012	54	8	39	43	43	61	62	48
2013	61	19	49	54	51	61	70	52

We are meeting academic growth in writing in both our 3 year and 1 year plans. Overall, we have made adequate growth with an observed growth of 46 compared to the adequate growth of 41. Free-Reduced Lunch Eligible and Minority Students have made adequate growth over a 3 year period. Free-Reduced Lunch Eligible have a rating of "meets" on both the 1 year and 3 year plans. Adequate growth for students with disabilities continues to be an area of concern. On the 3 year plan, the rating for the students with disabilities subgroup was "does not meet," adequate growth 75 and observed growth is 39. On the 1 year plan, the rating for this group was "does not meet," with adequate growth 72 and observed score of 23.

We considered www.schoolview.org as we looked at growth among subgroups. Overall for all students adequate growth is 41 and our observed growth is 46. In 4th grade adequate growth is 34 and the observed growth is 43. In 5th grade adequate growth is 48 and the observed growth is 59. Adequate growth for our Hispanic students is 48 and the observed growth 42. Adequate growth for our White students is 38 and observed growth is 50. Adequate growth for our economically disadvantaged students is 47 and the observed growth is 47. Adequate growth for male students is 47 and females 35; the observed growth for males is 44 and females 47. The school view data also showed

concerns with students with disabilities. Adequate growth for students with disabilities is 72 and the observed growth is 23.

Root Cause and Verification:

Beginning in the 2011-2012 school year, we implemented a consistent school-wide framework for writing instruction. We are now in the third year of implementation of this intensive, skill-based writing structure and after analyzing our data and meeting with teachers, we believe program implementation to be a root cause as to why our scores decreased in some areas. In grade level meetings we are discussing writing instruction, evaluation, and progression through essential skills to help address this systematic root cause. We lack consistent expectations for writing across the curriculum and vertically across grade levels. Further verification of root cause will come from the results of implemented changes and adjustments to writing instruction and evaluation.

Science: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in science. The data considered included not only TCAP data, but also school/district testing (SCANTRON). Achievement trends show growth from the geginning to the end of the year in science. T

Academic Achievement in Science:

Our TCAP scores have decreased slightly over 3 years, but have remained relatively flat. Over 3 years, white students have outperformed Hispanic students. The achievement gap between white and Hispanic students decreased significantly to 8% in 2012. However, the achievement gap increased again in 2013 to 25%. Students with Disabilities continue to perform lower than other populations and achievement for that subgroup has remained flat. The performance of our Students with Disabilities continues to remain a concern, with 12% proficient/advanced in 2013. The table below shows TCAP results for science over a 3 year period by proficiency level and overall proficient/advanced by subgroup. In 5th grade our advanced scores are 3% and the state average is 13%.

Science –

4 year TCAP Results	5th Grade					Subgroups								
Year-	*2010*	*2011*	*2012*	*2013*		*Year*	*ALL*	*SPED*	*ELL*	*Black*	*Hispanic*	*White*	*Female*	*Male*
% Unsatisfactory	10	7	8	16		*2010*	52	21	27	45	32	63	47	56
%Partially Proficient	26	35	44	36		*2011*	58	15	30	33	39	71	67	50
% Proficient	39	43	37	45		*2012*	49	11	N/A	33	44	52	45	52
% Advanced	12	15	12	3		*2013*	48	12	N/A	N/A	33	58	47	48

Root Cause and Verification:

We considered Scantron data and informal data from teacher observations and feedback in our root cause analysis for science achievement. In meeting with teachers we found that students have lacked exposure to the scientific method. There has been inconsistency in the time devoted to science instruction. There has been a lack of training for staff in science instruction and integration. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our science achievement. Further verification of root cause will come from the results of implemented changes and adjustments to writing instruction and evaluation.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	S	N/A	N/A	N/A
Academic Growth	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	ELP	N/A	N/A	N/A
Academic Growth Gaps	R	Subgroups will improve the MGP by 5% points or to 55 if adequate growth was met and 50 if adequate growth was not met until a rating of meets is achieved.	This goal was not met for any subgroup. The Free/Reduced Lunch Eligible subgroup made adequate growth, but the percentile was 41 and needed to be 55 to meet the goal. The Minority Students subgroup made adequate growth, but the percentile was 43 and needed to be 55 to meet the goal. The English Learners subgroup made adequate growth, but the percentile was 49 and needed to be 55 to meet the goal. The Students with Disabilities and Students Needing to Catch Up subgroups did not make adequate growth. The median growth percentile for Students with Disabilities was 34, earning a rating of "does not meet." The	Although subgroup goals were not met, this is only a reflection on students in grade 3-5 on TCAP testing. We are encouraged by the performance of our K-3 grade students on building and district assessments. We are currently in our 5th year of utilizing Every Child A Reader in reading and are hopeful the consistency of the ECAR framework will result in higher growth and achievement for all students, specifically as they rise to state tested grade levels.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)		Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			median adequate growth percentile needed to meet the goal was 70. The median growth percentile for Students Needing to Catch Up was 48, earning a rating of "approaching." The median adequate growth percentile needed to meet the goal was 62.	
	M	Subgroups will improve the MGP by 5% points or to 55 if adequate growth was met and 50 if adequate growth was not met until a rating of meets is achieved.	This goal was not met for any subgroup. All subgroups earned a rating of "approaching." The median growth percentile for Free/Reduced Lunch Eligible students was 48, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 54. The median growth percentile for Minority Students was 46, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 54. The median growth percentile for Students with Disabilities was 44, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 77. The median growth percentile for English Learners was 52, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 67. The median growth percentile for Students Needing to Catch Up was 50, earning a rating of approaching. The median adequate growth	Although subgroup goals were not met, we are encouraged by the changes we have made and will continue to make to math instruction that began last year. To better prepare for and implement the new CO state standards we made a conscious decision to base instruction on the new state standards, knowing it would result in a lack of instruction in the traditional state tested areas and standards.

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)		Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			percentile needed to meet the goal was 77.	
	W	Subgroups will improve the MGP by 5% points or to 55 if adequate growth was met and 50 if adequate growth was not met until a rating of meets is achieved.	This goal was not met for any subgroup. The Free/Reduced Lunch Eligible subgroup made adequate growth, but the median adequate growth percentile was 48 and needed to be 55 to meet the goal. The Minority Students subgroup made adequate growth, but the median adequate growth percentile was 46 and needed to be 55 to meet the goal. The Students with Disabilities subgroup did not make adequate growth. The median adequate growth percentile for Students with Disabilities was 39, earning a rating of "does not meet." The median adequate growth percentile needed to meet the goal was 75. The English Learners subgroup did not made adequate growth. The median adequate growth percentile was 43 and needed to be 52 to meet the goal. The median growth percentile for Students Needing to Catch Up was 51, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 60.	Although subgroup goals were not met, we are encouraged by the progress our students are making in writing. We began a school-wide implementation of the Every Child A Writer framework during the 2012-2013 school year. As we are only in the second year of implementation, we anticipated a decrease in TCAP scores. However, the performance of our K-3 grade level students in writing is very encouraging.
Postsecondary & Workforce Readiness	N/A		N/A	N/A
	N/A		N/A	N/A

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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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	R	Achievement on TCAP in grades 3-5 has remained stable over 3 years. We experienced an increase with 3rd, 4th, and 5th grade scores. 3rd grade had a 6% increase, 4th grade had a 7% increase, and 5th grade had a 7% increase. All of our subgroups experienced an increase in reading performance over the previous year. Students with disabilities experienced a 7% decrease in scores in 2012; however, this subgroup experienced a 15% increase in scores this year. Overall, students with disabilities scoring proficient or advanced in reading is 37%. We have experienced a slight increase over 3 years in the percentage of our students in 3rd grade scoring advanced. Overall, 8% of students are scoring unsatisfactory in reading grades 3-5. This is a 3% decrease from the previous year and the lowest percentage we have observed in four years.	N/A	N/A

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	M	Achievement on TCAP in grades 3-5 has remained stable over 3 years. Our 3rd grade students have experienced a steady increase in scores over 3 years and saw a 12% increase in scores over the previous year. Our 4th grade students experienced a significant decrease in students scoring proficient/advanced during 2012. This year 4th grade scores experienced an increase of 6% over the previous year; however, these current scores are 10% lower than what was observed 3 years ago. Over 3 years, our 5th grade students have experienced a decrease of 14% in students scoring proficient/advanced. Our 5th grade scores represent the lowest scores observed in over 4 years. All of our subgroups, with the exception of white students, experienced an increase in math performance over the previous year. White students saw a 1% decrease in scores from the previous year. After observing consistent decreases in the performance of our students with disabilities during the previous 3 years, this subgroup experienced a slight increase in scores of 3% this year. Overall, students with disabilities scoring proficient or advanced in math is 31%. The percentage of our students scoring	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		unsatisfactory in math has experienced a slight decrease over 3 years. Overall, 5% of students are scoring unsatisfactory in math, grades 3-5. We have experienced an increase over 3 years in the percentage of our students in 3rd grade scoring advanced in math.		
	W	Our 3rd grade students experienced an increase of 6% in students scoring proficient/advanced from the previous year and have increased scores of 10% over 3 years. Our 4th grade students experienced an increase of 10% in students scoring proficient/advanced from the previous year; however, these current scores are 13% lower than what was experienced 3 years ago Achievement on TCAP in 5th grade has declined 10% over 3 years. 2011- 66% P/A, 2012 -58% P/A, 2013 - 56%. All of our subgroups experienced an increase in writing performance over the previous year. Over 3 years, the performance of our ELL students is continuing to trend upward. Overall, ELL students scoring proficient or advanced in writing is 49%, this represents a 10% increase over the previous year. After observing consistent decreases in the performance of our students with disabilities	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		during the previous 3 years, this subgroup experienced an increase in scores of 11% this year. Overall, students with disabilities scoring proficient or advanced in writing is 19%. We have experienced an increase over 3 years in the percentage of our students in 3rd grade scoring advanced in writing. The current scores of 12% of students scoring advance in 3rd grade writing has doubled from the previous year.		
	S	Achievement on TCAP in 5th grade has decreased over 3 years by 10%: 2011 – 58% P/A, & 2012 – 49% P/A, 2013- 48% P/A. The percentage of 5th grade students scoring unsatisfactory has doubled from the previous year: 2013 – 16% U, 2012 – 8% U. After remaining stable during the previous 3 years, the percentage of 5th grade students scoring advanced has decreased significantly this year: 2013 – 3% A, 2012 – 12% A.	N/A	N/A
Academic Growth	R	Academic growth achieved a rating of approaching over 3 years and over 1 year. Median Growth Percentile achieved over 3 years is 42. Median Adequate Growth Percentile needed to achieve over 3 years is 31. Median Growth Percentile achieved over 1	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		year is 44. Median Adequate Growth Percentile needed to achieve over 1 year is 29. Median adequate growth has been achieved over 3 years and 1 year. Dibels NEXT, daily progress monitoring through PVP's, and Scantron scores have shown consistent growth from Fall to Spring each year.		
	M	Adequate growth achieved a rating of meets over 3 years and over 1 year. Median Growth Percentile achieved over 3 years is 47. Median Adequate Growth Percentile needed to achieve over 3 years is 47. Median Growth Percentile achieved over 1 year is 47. Median Adequate Growth Percentile needed to achieve over 1 year is 47. Common assessment and pre/post assessment data is consistently showing increased proficiency and growth in grade level skills. Scantron scores from Fall to Spring have shown consistent growth each year.	N/A	N/A
	W	Adequate growth achieved a rating of meets over 3 years and over 1 year. Median Growth Percentile achieved over 3 years is 49.	N/A	N/A

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Median Adequate Growth Percentile needed to achieve over 3 years is 38. Median Growth Percentile achieved over 1 year is 46. Median Adequate Growth Percentile needed to achieve over 1 year is 41. Grade level writing assessments, daily progress monitoring through PVP's, and Scantron scores have shown consistent growth from Fall to Spring each year.		
Academic Growth Gaps	R	Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' Over a 1 year period, the rating is 'Meets.' Over 3 years, Free/Reduced Lunch Eligible students and Minority Students have a rating of 'approaching' (Over a 1 year period, the rating for these subgroups is "Meets.") Over 3 years Students needing to catch up have a rating of 'approaching' (Over a 1 year period, the rating for this subgroup is also 'approaching'). Over 3 years, the Students with Disabilities subgroup has a rating of 'does not meet' (Over a 1 year period, the rating is "Approaching'). Over 3 years, the subgroups Students with Disabilities and Students needing to catch up have not met adequate growth.	Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.	We are in the early stages of implementing specific interventions on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth.

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	M	Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' (Over a 1 year period, the rating is 'approaching' as well). Over 3 years, Minority Students and Students needing to catch up have a rating of 'approaching'. (Over a 1 year period, the rating for both of these subgroups is 'approaching'). Over 3 years, Free/Reduced Lunch Eligible students have a rating of 'approaching' (Over a 1 year period, the rating for this subgroup is "Meets.") Over 3 years, the Students with Disabilities subgroup has a rating of 'Approaching" (Over a 1 year period, the rating is "does not meet'). Over 3 years, all subgroups did not meet adequate growth.	Over a 3 year period, none of our subgroups achieved adequate growth in math.	We lack a system of intervention and progress monitoring in math to address achievement gaps in math.
	W	Over a 3 year period Academic Growth Gaps have an overall rating of "Approaching' (Over a 1 year period, the rating is 'approaching'). Over 3 years, Free/Reduced Lunch Eligible, subgroup achieved a rating of 'Meets' in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'meets'). Over 3 years, Minority Students achieved a rating of 'Meets' in Academic Growth Gaps (Over a 1 year period, the rating for this	Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in writing.	We lack consistent expectations for writing across the curriculum and vertically across grade levels.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	subgroup is 'approaching'). Over 3 years, Students needing to catch up subgroup achieved a rating of 'approaching' in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'approaching'). Over 3 years, Students with Disabilities subgroup achieved a rating of 'does not meet' in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'does not meet'). Over 3 years, the subgroups Free/Reduced Lunch Eligible, and Minority Students, have met adequate growth. Over 3 years, the subgroups Students with Disabilities, English Language Learners, and Students needing to catch up have not met adequate growth.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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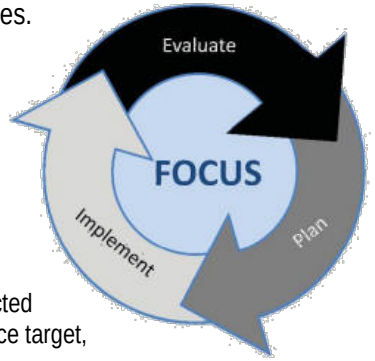
Section IV: Action Plan(s)

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



School Target Setting Form

Directions: Complete the worksheet below. 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).

Schools are expected to set their own annual targets for 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 are not met; targets should also be connected to prioritized performance challenges. 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.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was	Weekly/bi-monthly/monthly progress monitoring of proficiency scores (Dibels, fluency), beginning, middle, end of year Dibels Next,	Utilize assessments to create the written and taught curriculum.

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			achieve adequate growth in reading.	not met until a rating of meets is achieved	not met until a rating of meets is achieved	beginning and end of year Scantron Performance Assessments Utilize the state standards and NLC Reading Proficiency Validation Plans to monitor student placement and mastery of essential skills (quick assessment every 15 days of instruction).	Increase the knowledge and implementation of instructional strategies to include; concept-based instruction, creativity, critical thinking, inquiry, and higher level questioning on a school-wide basis for reading, writing, math, and science.
		M	Over a 3 year period, none of our subgroups achieved adequate growth in math.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved	Grade level common assessments by unit, beginning, and end of year Scantron Performance Assessments using Scantron Proficiency scores, and beginning and end of year K-5 math common assessments.	Utilize assessments to create the written and taught curriculum. Increase the knowledge and implementation of instructional strategies to include; concept-based instruction, creativity, critical thinking, inquiry, and higher level questioning on a school-wide basis for reading, writing, math, and science.
		W	Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in writing.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved	Ongoing NLC common writing rubric, Quarterly writing assessment, beginning, and end of year Language Arts Scantron Performance Assessment. Utilize the state standards and NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills	Utilize assessments to create the written and taught curriculum. Increase the knowledge and implementation of instructional strategies to include; concept-based instruction, creativity, critical thinking, inquiry,

						(quick assessment every 15 days of instruction).	and higher level questioning on a school-wide basis for reading, writing, math, and science.
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. 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: Utilize assessments to create the written and taught curriculum.

Root Cause(s) Addressed: Reading – We are in the early stages of implementing specific interventions on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth. Writing- We lack consistent expectations for writing across the curriculum and vertically across grade levels. Math- We lack a system of intervention and progress monitoring in math to address achievement gaps in math. We are continuing to tailor instruction to match grade level skills and standards on a consistent basis. Science-Students have lacked exposure to the scientific method. There has been inconsistency in the time devoted to science instruction. There has been a lack of training for staff in science instruction and integration.

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

✓ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ 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)
	2013-14	2014-15				
Hire full-time Instructional Coach to provide feedback to teachers regarding instructional practices on a consistent basis.	July 2013	July 2014	Principal	Full-time Instructional Coach salary & benefits Title I = $67,674 Stipend for Instructional Coach extra work days Title I = $2306	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation August 2013 – May 2014 and August 2014 – May 2015.	Completed
Instructional Coach will spend time collaborating and planning with grade level teams to ensure units of Inquiry are planned, taught, and reflected. Planning will continue to focus on utilizing newly adopted CO state math standards to ensure teaching is standards based and a variety of resources are utilized throughout instruction.						In Progress
Instructional Coach will facilitate collaboration between classroom						In Progress

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teachers and provide professional development.						
Teachers will attend staff development/trainings to address standards and assessment planning and development, ie. Common assessment training, BURST Reading Intervention, Kagan (Brain Based Learning), Concept-based, Gifted/Talented, IB training, and SIOP training.	July 2013 – May 2014	July 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	In-State Training/Staff Development Title I = $5,215 Local =$ Out-of-State training/Staff Devlopment Title I = $9,000 Local =	August 2013 – Kagan Brain Based Learning training for all staff September 2013 – BURST Reading Intervention training for 6 teachers, Instructional Coach October 2013 – GT Workshop Rigor and Engagement for Growing Minds training for 5 teachers November 2013 – IB online Assessment Workshop for 1 teacher November 2013 – IBARMS Exhibition Roundtable Discussion for 5th grade team of teachers, Instructional Coach, Dean of Students	In Progress
Provide opportunities for professional development for staff to adequately support and fully implement NLC Reading, NLC Writing, and IB into learning and instruction. Provide opportunities for ongoing training and support through NLC Reading "Every Child a Reader" and NLC Writing "Every Child a Writer" and IB training for all staff.	June 2013 – May 2014	July 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	In-State Training/Staff Development Title I = $5,215 Local =$ Out-of-State training/Staff Devlopment Title I = $9,000 Local =	July 2013 and September 2013 - new teachers attended NLC Reading and Writing trainings Fall/Winter 2013-2014 – send teachers to IB training sessions that are in support of our school goals	In Progress
Implement NLC Every Child a Reader framework as core reading program to students Kindergarten through 5th grade	August 2013 – May	August 2014 – May	Instructional Coach, Classroom	N/A	Continually utilize the state standards and NLC Reading Proficiency Validation Plans to	In Progress

and provide all students exposure to developmentally appropriate reading skills targeted to students' instructional level.	2014	2015	Teachers		monitor student placement and mastery of essential skills. Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Reader is implemented to meet the needs of our teachers and students.	
Implement NLC Every Child a Writer framework as core writing program to students Kindergarten through 5th grade and provide all students exposure to developmentally appropriate writing instruction targeted to students' instructional level.	August 2013 – May 2014	August 2014 – May 2015	Instructional Coach, Classroom Teachers	N/A	August 2013 – Utilize NLC Writing Rubric to evaluate writing and place students in appropriate level for instruction according to the state standards and NLC Proficiency Validation Plans for writing. Continually utilize the state standards, 15 day Every Child a Writer assessment cycle, and NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills. Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Writer is implemented to meet the needs of our teachers and students	In Progress
Grade level teams (facilitated by the school's Instructional Coach) will use state standards and NLC Reading and Writing "Proficiency Validation Plans" to aid teachers in planning and aligning	August 2013 – May 2014	August 2014 – May 2015	Instructional Coach, Classroom Teachers	N/A	August 2013 - Utilize the state standards and NLC Reading & Writing Proficiency Validation Plans to monitor student placement and mastery of	In Progress

the written, taught, and assessed curriculum. Identify outcomes and instructional gaps from new standards that are not being met through NLC framework in reading and writing instruction. Utilize team meetings and PLC times to align writing and inquiry-based instruction with the Common Core Standards	November 2013 – May 2014				essential skills (quick assessment every 15 days of instruction). Cross-reference NLC Proficiency Validation Plans with the Reading, Writing, and Listening and Speaking Standards when planning instruction and assessment. Utilize the state standards to plan instruction and assessment and develop a curriculum.	
Grade level teams (facilitated by school's Instructional Coach) will utilize the state standards to develop formative assessments in math that will be used to identify students who need re-teaching/enrichment opportunities.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers	N/A	August 2013 – May 2014 Math common assessments will be reviewed and/or developed covering essential skills during each unit of study throughout the school year.	In Progress
Through scheduling, ensure consistent time is devoted to science and social studies instruction. Provide opportunities for exposure to real-world, meaningful activities and current events, allowing students to make connections to their learning.	August 2013	August 2014	Classroom Teachers	Time for Kids subscription Title I = $6,036 IBO fees/dues Title I = $7,790 Out-of-State training/Staff Development – IB training Title I = $9,000 Local =	August 2013 – develop classroom schedules to allow for a minimum of 45 minutes per day devoted to science and/or social studies instruction. The 45 minutes will be integrated into other content areas and will not be a "stand alone" block of time.	In Progress
Provide common planning/PLC time for grade levels to collaborate and develop IB planners and units of inquiry among	July 2013	July 2014	Administrators, Instructional Coach,	IBO fees/dues Title I - $7,790	July 2013 – Develop a master schedule to include time for collaboration among grade	In Progress

all grade levels. Provide added focus on teaching and learning the scientific method before students are tested in 5th grade.			Classroom Teachers		level teams with support from the Instructional Coach	
Implement Demonstrated Writing on a daily basis to students Kindergarten through 5th grade and provide all students exposure to grade level skills. Provide all students exposure to grade level skills utilizing resources such as Treasures Reading, Motivational Reading, etc.)	August 2013 – May 2014	August 2014 – May 2015	Instructional Coach, Classroom Teachers	N/A Books Title I = $7,000 Local = $	Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Reader, NLC Every Child a Writer, and Treasures are implemented to meet the needs of our teachers and students . Through observation, evaluation, and collaboration with Instructional Coach, ensure skills modeled during Demonstrated Reading and Demonstrated Writing are on-grade level or above according to the state standards and NLC Proficiency Validation Plans.	In Progress
Implement targeted reading instruction (including, NLC Every Child a Reader framework, Horizons, and BURST intervention) to ELL students and students with disabilities to provide a double dose of daily reading instruction and exposure to developmentally appropriate reading skills targeted to students' instructional level.	August 2013 – May 2014	August 2014 – May 2015	English Language Development Teacher Special Education Teachers Instructional Coach	N/A	Continually utilize the state standards, progress monitoring, and NLC Reading Proficiency Validation Plans to monitor student placement and mastery of essential skills. Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Reader is implemented to meet the needs of our teachers and students	In Progress

Implement targeted writing instruction (including NLC Every Child a Writer framework and Seeing Red) to students with disabilities to provide a double dose of daily writing instruction and exposure to developmentally appropriate writing skills targeted to students' instructional level.	August 2013 – May 2014	August 2014 – May 2015	Special Education Teachers Instructional Coach	N/A	Continually utilize the state standards, progress monitoring, and NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills. Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Writer is implemented to meet the needs of our teachers and students	In Progress
Utilize a variety of supplemental resources that are aligned to the common core in math. (ie. Math progressions, standards tool kits, everyday math, Dr. Nicky blog, state dept. of ed resources, Do the Math, Georgia Units, Inquiry Boxes).	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coaches, Classroom Teachers.	Supplies Title I = $12,000 Local =$ Books Title I = $7,000 Local = $	During weekly team planning and PLC meetings share instructional strategies and resources to support and enhance math instruction	In Progress.
Utilize technology as a resource for providing interventions in reading and math. Purchase school wide subscriptions to; Discovery Education, BrainPop, Reading Eggspress, National Geographic, and Time for Kids, Document Based Questioning.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coaches, Classroom Teachers.	Subscriptions Title I = $6,036 Local =$ Technology Equipment Title I = $25,474 Local = $	Utilize technology (i.e., iPads, Netbooks, Macbooks, software, apps) in every classroom and resources to support and enhance reading and math instruction.	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.

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Major Improvement Strategy #2: : Increase the knowledge and implementation of instructional strategies to include; concept-based instruction, differentiated instruction, creativity, critical thinking, inquiry, and higher level questioning on a school-wide basis for reading, writing, math, and science.
Root Cause(s) Addressed: Reading – We are in the early stages of implementing specific interventions on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth. Writing- We lack consistent expectations for writing across the curriculum and vertically across grade levels. Math- We lack a system of intervention and progress monitoring in math to address achievement gaps in math. Science-Students have lacked exposure to the scientific method. There has been inconsistency in the time devoted to science instruction. There has been a lack of training for staff in science instruction and integration.

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

✓ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ 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)
	2013-14	2014-15				
Utilize master schedule efficiently to maximize student learning time and eliminate distractions. The master schedule will include a specified block for necessary pull-out by SPED and ELD teachers by grade level. Ensure pull-out, when necessary, is only used to provide additional instruction, not to replace instruction. Additional instruction will follow the NLC Every Child a Reader and NLC Every Child a Writer frameworks, BURST Reading Intervention, Horizons Reading.	August 2013 August 2013 – May 2014	August 2014 August 2014 – May 2015	Principal, Dean of Students, Classroom Teachers, SPED Teachers, ELD Teachers, Literacy and Math Interventionists	N/A	August 2013 - Daily schedules include block for necessary SPED and ELD enrichment. August 2013 - Administrators review classroom, ELD, SPED, and Interventionist schedules to ensure students are consistently exposed to grade level instruction-	In Progress In Progress
Hire two interventionists on a part-time basis to provide targeted literacy and math support to students in Tier II who are not receiving SPED or ELD support.	August 2013 – May 2014	August 2014 – May 2015	Principal, Literacy Interventionist, Math Interventionist	Literacy Interventionist salary & benefits Title I - $28,254	Beginning in August and throughout 2013-2014 school year - Utilize benchmark assessments, progress monitoring, and teacher	Completed

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At-risk students will be identified through assessment and progress monitoring and discussed during SST meetings (every 4-6 weeks) to ensure appropriate interventions are in place.				Math Interventionist salary & benefits Title I - $20,345	observation and feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support –	In Progress
Utilize flexible scheduling in order to meet the needs of students. Specifically, target students in tier II and III and provide additional support in areas of need in reading, writing, and math	August 2013 – May 2014	August 2014 – May 2015	Principal, classroom teachers, SPED teachers, ELD teacher, Instructional Coach, Literacy & Math Interventionists	N/A	Beginning in August and throughout 2013-2014 school year - Utilize benchmark assessments, progress monitoring, and teacher observation and feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support –	In Progress
Teachers will attend staff development/trainings to address standards and assessment planning and development, ie. Common assessment training, BURST Reading Intervention, Kagan (Brain Based Learning), Concept-based, Gifted/Talented, IB training, differentiated instruction, and SIOP training.	July 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	In-State Training/Staff Development Title I = $5,215 Local =$ Out-of-State training/Staff Devlopment Title I = $9,000 Local =	August 2013 – Kagan Brain Based Learning training for all staff September 2013 – BURST Reading Intervention training for 6 teachers, Instructional Coach October 2013 – GT Workshop Rigor and Engagement for Growing Minds training for 5 teachers November 2013 – IB online Assessment Workshop November 2013 – IBARMS Exhibition Roundtable Discussion for 5th grade team of teachers, Instructional	In Progress

					Coach, Dean of Students Fall/Winter 2013-2014 – send teachers to IB training sessions that are in support of our school goals	
Through Professional Learning Communities and classroom observations, address recommendations from IB evaluation report and visit.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teachers	N/A	Create team and staff meeting schedules to include a pre-determined plan/topic for professional development	In Progress
Educate teachers about best practices through PLC's, SST meetings, and common grade level planning time.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, School Counselor, Classroom Teachers, Special Education and ELD Teachers	N/A	Create team and staff meeting schedules to include a pre-determined plan/topic for professional development. Utilize team meeting time to discuss best practice strategies.	In Progress
Support teachers in the creation, implementation, and interpretation of formative assessments. (Including FaT assessments, IB formative assessments, informal formative assessments that are aligned with the state standards). Assessments will be used to identify students who need re-teaching/enrichment opportunities.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers	N/A	Throughout 2013-2014 school year - Utilize team meeting time to discuss the development of formative assessments and evaluate their effectiveness by looking at assessment results.	In Progress
Refine the Response to Intervention (RtI) system at Evans to develop a more proactive system to meet the needs of all students	August 2013 – May 2014	August 2014 – May 2015	Administrators, Counselor, Instructional Coach,	N/A	Throughout the 2013-2014 school year – Utilize team meeting time and monthly SST meetings for reviewing	In Progress

			Classroom Teachers, SPED and ELD Teachers, Literacy & Math Interventionists		data, collaboration, and making appropriate adjustments to interventions.	
Ensure teachers are delivering differentiated instruction and appropriate interventions. Struggling students are identified through beginning, middle, end of year testing, progress monitoring, and SST meetings.	August 2013 – May 2014		Administrators, Counselor, Instructional Coach, Classroom Teachers, SPED and ELD Teachers, Literacy & Math Interventionists	NLC & Balanced Literacy materials. Practice and enrichment books & supplies. BURST Reading Intervention. Title I = $19,000 Local = $ Technology Title I = $25,474 Local = $	Teachers will demonstrate the implementation of interventions through lesson plans and observations.	In Progress
Increase collaboration with grade level teachers and SPED teachers in support and delivery of IEP accommodations and Tier III interventions.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, SPED Teachers, Classroom Teachers	Bring in Trainers Title I = In-State Training/Staff Development Title I = $5,215 Local = $	Throughout 2013-2014 school year - SPED team meetings will include increased and consistent discussion in supporting classroom instruction and collaboration over accommodations and Tier III interventions. Through observation, evaluation, and collaboration with Instructional Coach, ensure instruction is delivered to meet the needs of students Collaboration and review of data during monthly SST Meetings.	In Progress In Progress In Progress

Provide opportunities for professional development for staff to adequately support and incorporate NLC reading and writing and IB strategies into learning and instruction.	July 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	Bring in Trainers Title I = In-State Training/Staff Development Title I = $5,215 Local = $ Out-of-State training/Staff Development Title I =$9,000 Local = $	August 2013 and September 2013 – new teachers attended NLC Reading and Writing trainings Fall/Winter 2013-2014 – send teachers to IB training sessions that are in support of our school goals	In Progress
Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor observation and coaching.	Quarterly – August 2013 – May 2013	Quarterly - August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teachers	Salaries for substitute teachers Title I = $2,000 Local = 2 professional development days per teacher	Teachers will complete a mentor or peer observation reflection form and will meet to discuss, providing feedback and open communication with each other on a quarterly basis	In Progress
Provide added focus on teaching, learning, and developing students speaking and listening and research standards and skills in grades K-5.	August 2013 – May 2014	August 2014 – May 2015	Administrators, Instructional Coach, Classroom Teachers	N/A	July 2013 – Develop a master schedule to include time for collaboration among grade level teams.	In Progress
Utilize new technology developments to differentiate and enhance instruction	August 2013 – May 2014	August 2014 – May 2015	Administrators, Classroom Teachers	Title I = $25,474 Local = $	Continue to utlize technology (i.e., iPads, Netbooks, Macbooks, software, apps) in every classroom to provide differentiated learning opportunities and to enhance instruction	In Progress
Utilize Zone Gifted and Talented Coordinator to work with identified students.	August 2013 – May 2014	August 2014 – May 2015	Administrators Instructional Coach GT		Throughout 2013-2014 school year-using data from CoGat and Scantron, students will be identified and GT Coordinator will work with	

			Coordinator Classroom Teachers		Instructional Coach to develop a plan for students.	
Teachers will create plans to individualize instruction including Literacy Plans, READ Plans, and Advanced Learning Plans.	September 2013 – May 2014	August 2014 – May 2015	Administrators Instructional Coach GT Coordinator Classroom Teachers		Throughout 2013-2014 school year-teachers will work with GT Coordinator and Instructional Coach to develop plans. Plans will be updated throughout the year.	

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Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

Title I 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 school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Invite parents to beginning of the year Open House and Ice Cream Social before school begins to orient them to the school, Title I, and answer questions.	August 2013 and August 2014	All Certified Evans Staff members	Money for Ice Cream Title I = $500	Open House will be held before school starts. Parent participation, attendance, and feedback from Open House -August 2013 & August 2014.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	October 2013 & February 2014 October 2014 & February 2015	All Certified Evans Staff members	Interpreter Title I - $500	Parent attendance at conferences with parents regarding student progress –
Hold a breakfast and invite parents into the school to ask questions and visit classrooms	August 2013 & August 2014	Principal, Assistant Principal	Pastries for Breakfast Title I = $500	Hold breakfast at the beginning of each semester. Parent participation, attendance, and feedback from breakfast –August 2013 & August 2014.
Hold a parent night to invite parents into the school to learn more about IB, curriculum, and strategies they can use to support their students.	January 2014	Principal, All Certified Evans Staff members	Money for supplies Title I = $1,000	January 2014 – Parent participation, attendance, and feedback from parent night focused on literacy and math strategies that parents can use at home to help their child

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Actively recruit and encourage parent participation in PTO and SAC. Promote increased awareness and advertisement of monthly meetings and invite new parents to attend.	August 2013 – monthly – May 2015	Principal All Certified Evans Staff members	N/A	Attendance/sign-in sheets for PTO and SAC meetings from monthly meetings– throughout 2013-2014 and 2014-2015 school year. Advertise PTO and SAC meetings via email and phone messages to parents, the school website and marquee.
Encourage home school involvement and communication through daily planners and homework folders.	August 2013 August 2014	Principal	Cost of Planners Title I = $3,000	Purchase planners and homework folders for every student and hand out the first day of school- July 2013 and July 2014
Schedule a variety of after school activities for students to participate in throughout the school year; soccer, floor hockey, gymnastics, bowling, golf, piano lesson, choir, running club, basketball, etc…	August 2013 - May 2015	Principal, Certified staff members	Compensation for instructors Local - $3,000	Participation in after school activities throughout 2013-2014 and 2014-2015school year
Utilize SAC and PTO meetings as a method of reporting school progress and activities to parents. Incorporate discussion and modeling of teaching strategies, standards and assessment.	August 2013 - May 2015	Principal, Assistant Principal, Staff Members	N/A	Attendance and participation at SAC/PTO meetings during the 2013-2014 and 2014-2015 school years.
Offer Love & Logic classes to parents during 2nd semester	January – May 2014	Principal, Teacher Facilitators	Stipends for Teachers Title I = $1,600	Send information home at the end of 1st semester with description and dates of classes being offered. Parents' attendance at and participation in class- January 2013 and January 2014.
The school's Unified Plan and Parent Involvement Policy will be discussed and key points will be communicated during Open House. The plan and policy will be available for review by all parents upon request. A copy of the Parent/Student Compact will be sent home at the beginning of each school year.	August 2013 – May 2015	Principal	N/A	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact –throughout 2013-2015 school years.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	August 2013 – May 2015	Principal	N/A	The Policy and Compact are available for review upon request– throughout 2013-2015 school years. A copy of the Parent/Student Compact

				will be sent home at the beginning of each school year- August 2013 and 2014.

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of all teachers and paraprofessionals will be monitored to ensure they are and remain Highly Qualified.	July/August 2013 and 2014; ongoing as necessary	Principal	Local funds	All teachers and paraprofessional are Highly Qualified-August 2013 and 2014.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. a. Attend job fairs as needed b. Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during 1st semester c. Diligently check references when hiring new staff members	Ongoing	Principal, Assistant Principal, Instructional Coach, IB Coordinator	N/A	All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council Retention of Highly Qualified teachers at end of school year

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 school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Provide space in school for outside agencies, Headstart and CPCD, to offer pre-school program in our community.	July 2013 – May 2015	Principal	Local = cost of space and utilities	Two classrooms will be designated for Headstart and CPCD at the start of the school year.

The kindergarten teachers will meet with the preschool teachers each spring and discuss the academic strengths and weaknesses of students moving into kindergarten at our school.	May 2014 and 2015	Kindergarten teachers	N/A	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction- May 2013 and 2014.
Full day kindergarten will be offered to all Evans students free of charge.	August 2013-May 2015	Principal		All kindergarten classes will be full day to provide our students access to curriculum and social skills learned and developed during kindergarten – Beginning August 2013 - 2015.

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 school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
We coordinate funds in the following ways: • Title I funds: o Salary of Instructional Coach o Stipend for Instructional Coach o Salary for Interventionist o Stipend for IB Coordinator o Stipend for ELL Teacher o Stipends parent classes o Purchase intervention materials and instructional supplies o Purchase of technology to support instruction o Purchase of parent supplies o Professional Development o IB fees and activities o Books and Subscriptions • Local	July 2013 – June 2015	Principal, Building Leadership Team, Classroom Teachers	Title I Local funds	We make budgetary decisions initially in the Spring for the following school year and then daily throughout the school year. Budgets are adjusted based on staff development needs of teachers and instructional needs of students.

o Classroom materials and supplies o Enrichment (art, music, PE, technology, Spanish) supplies o Student health supplies o IB training, supplies, resources o Administrative supplies o Creative Units				