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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: 8266 School Name: STETSON 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%	-	-	75.94%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	74.64%	-	-	
		W	54.84%	-	-	63.86%	-	-	
		S	45.36%	-	-	54.83%	-	-	
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	28	-	-	47	-	-	
		M	40	-	-	45	-	-	
		W	34	-	-	53	-	-	
		ELP	-	-	-	62	-	-	

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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)

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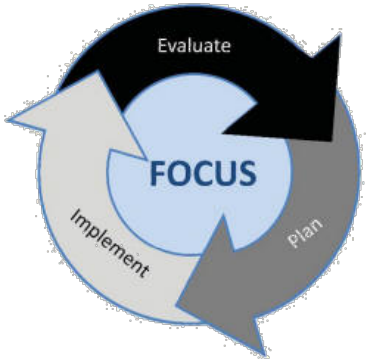
	Mailing Address	4910 Jedediah Smith Avenue, Colorado Springs, CO 80922

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 the 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:

Description - Stetson Elementary is a PK-5 elementary school located in Falcon School District 49. We are physically located northeast Colorado Springs, CO. There are 585 students enrolled with a teaching staff of 38 teachers. Our students come from a wide cultural background and 19% of our students are eligible for free and reduced lunch.

<u>Team Involvement</u> - The SES leadership team meets to review the schools performance data on an annual basis. We examine the SPF and the UIP to determine our strengths and weaknesses, evaluate our progress on UIP goals and to determine the root cause for areas noted for improvement. We share our data and our determinations with school staff during grade level data meetings and as well as with our School Advisory Committee, which is made up of teachers,

parents, and administrators. According to Stetson's 3 year School Performance Frameworks, SES meets the state and federal expectations for academic achievement and academic growth. We are approaching in the area of growth gaps (subgroups).

Review of Data – The first item that we took a look at was our 3 year SPF. On this report, we are meeting state expectations in student achievement and student growth. Further examination of the data indicates that there are several subgroups in which we are not meeting growth. Student with disabilities are approaching adequate growth in reading and writing, but do not meet growth goals in math. Our English language learners do not meet adequate growth in math But exceed growth in reading, which is an area for celebration.

We use several sources of data to include TCAP, SCANTRON, DIBELS and this year we can use Lexia, a web based reading interventionn program that specially targets reading deficit skills by individual student. SCANTRON gives us the ability to target areas of weakness and strength according to Common Core Standards. The new computerized version of DIBELS, allows much better access for administrators and other teachers who may be working to support students. The ease which others can access progress monitoring, benchmarks and diagnostic data.

This year we are refining the way we look at data to focus not only on achievement but student growth as well. By using the above named assessments, especially SCANTRON, we can track achievement and determine a student's progress towards the learning goals set by the state. SCANTRON benchmark assessments provide a more frequent indication of individual performance throughout the year and allow us to analyze gains or identify skills a particular student is weak in.

READ Act forces the school to look at DIBELS data with a more concentrated focus and we are being methodical in our approach to teacher data training, ensuring that they are well versed in how to interpret the ample amount of data we get from mClass. This data coupled with what is reported through our Lexia intervention program, allows teachers to provide targeted interventions on a very individualized basis.

Overall Achievement – SES met the state's goals for academic and growth achievement

- Longitudinal TCAP Data – Reading
  - 2011 – 76%, 2012 - 76%, 2013 – 76%
- Longitudinal TCAP Data – Writing
  - 2011 – 68%, 2012 - 57%, 2013 – 60%
- Longitudinal TCAP Data – Math
  - 2011 – 75%, 2012 - 77%, 2013 – 74%

- Longitudinal TCAP Data – Science
  - 2011 – 47%, 2012 - 49%, 2013 – 48%

Assessment	2011	2012	2013
3rd Grade Reading	79%	79%	77%
4th Grade Reading	67%	67%	74%
5th Grade Reading	83%	79%	74%
3rd Grade Writing	60%	61%	61%
4th Grade Writing	66%	49%	66%
5th Grade Writing	78%	66%	52%
3rd Grade Math	78%	82%	70%
4th Grade Math	71%	72%	79%
5th Grade Math	77%	77%	72%

Notable Trends and Priority Challenges:

1. Achievement in Writing continues to slide by about 4 percentage points per year.
2. Academic Growth Gaps in Math continue to be below state expectations.
3. Students with Disabilities are approaching state expectations in Reading and Writing growth with a 22 point growth gap.
4. ELD students are exceeding state expectations in Reading Growth.

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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)	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth Gaps	Free/Reduced Lunch Eligible - Median growth percentile of 55 in Reading	Did not meet. Scored at the 50th percentile, missing by 5 percentiles.	Possibly had the wrong interventions in place.
	Students with Disabilities - Median growth percentile of 55 in Reading	Did not meet. Scored at the 45th percentile, missing by 10 percentiles.	Wrong interventions were in place
	Students needing to catch up - Median growth percentile of 55 in Reading	Met the school's goal. Scored at the 56th percentile, exceeding goal by one percentile.	Used two paraprofessional interventionists to help differentiate instruction for students.
	Free/Reduced Lunch Eligible - Median growth percentile of 55 in Math	Did not meet. Scored at the 43th percentile, missing by 12 percentiles	Introduced a new curriculum which may not have been adequate for the task
Postsecondary & Workforce Readiness	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)	Stetson Reading Proficient and Advanced- 2011 - 76%, 2012 - 76%, 2013 – 76% • Overall student achievement consistently meets state expectations.	N/A	N/A
	Stetson Math Proficient and Advanced – 2011 - 78%, 2012 - 77%, 2013 – 75% • Overall student achievement consistently meets state expectations.	N/A	. N/A
	Stetson Writing Proficient and Advanced – 2011 – 70%, 2012 - 68%, 2013 – 64% • Overall student achievement consistently meets state expectations. A significant downward trend is apparent.	Achievement in Writing continues to slide while growth remains steady.	Current writing program may not be as effective as we had hoped. A significant downward trend has developed in student achievement since we began using it. We have seen some student growth but not the corresponding achievement.
Academic Growth	• Overall Academic Growth in all subjects consistently meets state expectations in	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
	all areas.		
Academic Growth Gaps	Reading: • Students with disabilities had a 22% growth gap, the same as last year.	Student with Disabilities are approaching state expectations	Students with Disabilities may not be receiving the appropriate interventions or duration of instruction necessary to see gains in their skills. A system that provides detailed diagnostic analysis of reading needs, and corresponding, targeted, researched based interventions has not been available.
	Math: • Free/ Reduce lunch students have a gap of 6 percentile points with a slightly increasing trend • Students with disabilities have a 32 percentage point gap with an increasing trend. • ELL students have closed the gap to 4 percentile points from 8 the last two years. • SNTCU has remained consistent at 24 percentile gap.	Students in all subgroups are not meeting state expectations in math.	The state recently moved to Common Core Standards. This move has required teachers to find new resources and new ways of teaching. New curriculum is unfamiliar to teachers making it more difficult to differentiate.
	Writing: Students with disabilities have a 22% growth gap that has fluctuated but is currently slightly declining	Student with Disabilities are approaching state expectations in Writing	Current writing program may not be as effective as we had hoped. A significant downward trend has developed in student achievement since we began using it. We have seen some student growth but not the corresponding achievement. Inconsistent implementation of the new writing curriculum may also play a role in the lower achievement and growth.
Postsecondary & Workforce	N/A	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
Readiness	N/A	N/A	N/A

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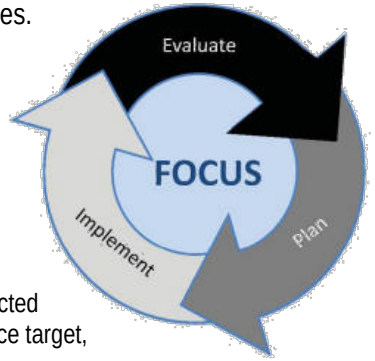
Section IV: Action Plan(s)

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.

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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	Students with Disabilities did not meet the state expectations for adequate growth	By the end of the 2013-14 school year, we will increase the median growth percentile to at least 45 if adequate growth was met or 55 of adequate growth was not met until a rating of "meets" is achieved.	By the end of the 2014-15 school year, we will increase the median growth percentile to at least 45 if adequate growth was met or 55 of adequate growth was not met until a rating of "meets" is achieved.	SCANTRON Reading scaled score. DIBELS progress monitoring Lexia Core 5 module completion	We need to verify that our use of the schools curriculum is aligned with state standards and is being consistently implemented at every grade level. We must ensure that resource teachers and classroom teachers are coordinating in the delivery of interventions to student with disabilities through the consistent and school wide adherence to learning objectives once they are established and vetted. We must further ensure that all aspects of the curriculum are viable and in alignment with state

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							standards and thoroughly addresses the varied learning styles of each and every student..
		M	Students in all subgroups are not meeting state expectations	By the end of the 2013-14 school year, we will increase the median growth percentile to at least 45 if adequate growth was met or 55 of adequate growth was not met until a rating of "meets" is achieved.	By the end of the 2014-15 school year, we will increase the median growth percentile to at least 45 if adequate growth was met or 55 of adequate growth was not met until a rating of "meets" is achieved.	SCANTRON Math scaled score	We need to verify that our use of the schools curriculum is aligned with state standards and is being consistently implemented at every grade level. We must ensure that resource teachers and classroom teachers are coordinating in the delivery of interventions to student with disabilities through the consistent and school wide adherence to learning objectives once they are established and vetted. We must further ensure that all aspects of the curriculum are viable and in alignment with state standards and thoroughly addresses the varied learning styles of each and every student.
		W	Student with Disabilities are approaching state expectations in Writing	By the end of the 2013-14 school year, we will increase the median growth percentile to at least 45 if adequate growth was met or 55 of adequate growth was not met until a rating of	By the end of the 2014-15 school year, we will increase the median growth percentile to at least 45 if adequate growth was not met until a rating of	ECAW writing assessments	We need to verify that our use of the schools curriculum is aligned with state standards and is being consistently implemented at every grade level. We must ensure that resource

				"meets" is achieved.	"meets" is achieved.		teachers and classroom teachers are coordinating in the delivery of interventions to student with disabilities through the consistent and school wide adherence to learning objectives once they are established and vetted. We must further ensure that all aspects of the curriculum are viable and in alignment with state standards and thoroughly addresses the varied learning styles of each and every student.
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: Develop and use a collaborative process that ensures all teachers are using a common set of learning objectives and scales, are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the unique needs of every student.

Root Cause(s) Addressed: We need to verify that our use of the schools curriculum is aligned with state standards and is being consistently implemented at every grade level. We must ensure that resource teachers and classroom teachers are coordinating in the delivery of interventions to student with disabilities through the consistent and school wide adherence to learning objectives once they are established and vetted. We must further ensure that all aspects of the curriculum are viable and in alignment with state standards and thoroughly addresses the varied learning styles of each and every student.

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

X 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				
Train staff to use CAS to create lesson learning objectives that accurately reflect the spirit of the state requirements.	August - May	August – May	Admin and classroom teachers.	N/A	Regular discussions with PLCs and trainings during Staff Meetings. Regular walk through.	In Progress
Students in grade P-5 will receive supplemental instruction using the Lexia Core 5 reading intervention program to close reading gaps.	August - May	August - May	All Classroom teachers.	Local funding of $8030	Lexia reports of Growth and regular use.	In Progress
Increase use of technology resources that target interventions for students of varying levels.	October - May	August - May	All teachers	Local $22,000	Increase in the number of students achieving on grade level scores in standardized assessments.	In Progress
Provide updated training to all teachers	Sept '13	N/A	All Teachers	Local $1000	Increase in the number of	Completed September 2013

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in the Every Child a Writer, school wide curriculum.					students achieving on grade level scores in standardized assessments.	
Provide all classroom teachers with access to an on-line assessment and progress monitoring tool that supports the RtI process and helps teachers to determine gaps in student learning.	August - May	August - May	All classroom teachers	Local $2750	Increased number of students achieving an "on grade level" score in DIBELS and SCANTRON.	In Progress
Consult with district Curriculum and Instruction personnel to develop strategies to increase identification of gifted learners.	August - May	August - May	Administration G/T Teacher	N/A	Increase number of students identified at gifted learners.	In Progress
Utilize an internet based CoGat test to more quickly identify students at the third grade level who are gifted and talented.	November	October	Third Grade teachers. GT teacher Counselor Admin	N/A	Earlier identification of gifted learners, with corresponding services beginning at an earlier time.	Complete November 2013

* 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: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed: Previous teacher evaluation model did not provide enough detailed feedback to help teachers improve their teaching strategies.

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

X 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				
Core team of teachers and administrators trained in the Marzano theory of teacher growth and how to use and support iObservation.	June 2013	N/A	Administration All staff	N/A	Quarterly review of walkthroughs conducted in each classroom	Completed in June 2013
Teach the Marzano theory of evaluation and growth to teachers using The Art and Science of Teaching.	August - May	August - May	Administration All Staff	N/A	Monitoring progress of staff completing the course and noting progress by monitoring teacher growth in the elements growth during routine walkthroughs.	In Progress
Ongoing communication and coaching in the use of Marzano's teachings through face to face meetings, and web based conferences using the iObservation tool.	August - May	August - May	Administration All Teachers	N/A	Quarterly compilations of conferences in the iObservation tool.	In Progress
Empower the team leaders to guide grade level teams in learning and understanding how to develop learning scales and rubrics that support the learning objectives.	September-May	August-May	Administration Team Leads All Staff	N/A	Observation of the use and evolution of learning objectives as well as the scales and rubrics that support learning.	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.

School Code: 8266 School Name: STETSON ELEMENTARY SCHOOL

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

Major Improvement Strategy #3: In order to maximize student learning potential, all teachers will establish and maintain a positive learning environment in their individual classrooms and within the school in general. Our school wide expectations will be based on the Capturing Kid's Hearts relational frameworks.

Root Cause(s) Addressed: Student Academic Achievement requires a positive relationship between students and teachers. Students must feel they are in a safe, supportive, and inviting learning environment.

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

X 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				
Attend a three day Capturing Kid's Hearts workshop	July 2013	N/A	Administration All Staff	N/A	Attendance Roster	Complete
Teachers will create class Social Contract	August 2013	August 2014	All teachers	N/A	Observe contracts in each classroom.	Completed
Teachers and administrators will greet student at the beginning of each day and routinely in the hallways.	August – May	August-May	All Staff	N/A	Observation by students, administrators and parents	In progress
School staff will be encouraged to utilize the "4 Questions" from CKH program to redirect a student who is off task or in violation of the social contract.	August – May	August-May	All Staff	N/A	Observation by students and administrators.	In progress
Create a Zone Level CKH committee that will meet quarterly to review the implementation of the theories of CKH.	August-May	August-May	Zone Leader Administrator Teachers	N/A	Quarterly reports and outcomes from committee meetings.	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.

School Code: 8266 School Name: STETSON ELEMENTARY SCHOOL

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)