

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 0310 School Name: ARKANSAS ELEMENTARY SCHOOL Official 2014 SPF: 1 Year

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

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	40.61%	-	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	44.72%	-	-	
		W	53.52%	-	-	26.63%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	52	-	-	52	-	-	
		M	74	-	-	60	-	-	
		W	62	-	-	32	-	-	
ELP	17	-	-	39	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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.</p>	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.	<p>Overall Rating for Growth Gaps: <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	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.	-	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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.

**Section II: Improvement Plan Information**

**Additional Information about the School**

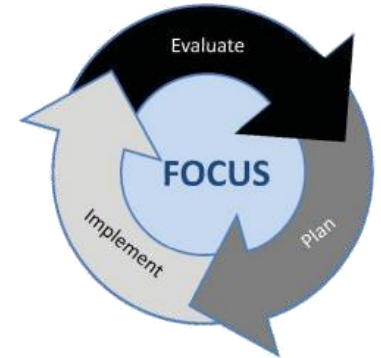
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, 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):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Starla Sieveke-Pearson, Director P-20 Learning Community
	Email	<a href="mailto:sjsieveke-pearson@aps.k12.co.us">sjsieveke-pearson@aps.k12.co.us</a>
	Phone	303-340-0859
	Mailing Address	15751 E. First Ave., Aurora, CO 80011
2	Name and Title	Kevin Shrum, Principal
	Email	<a href="mailto:kjshrum@gmail.com">kjshrum@gmail.com</a>
	Phone	303-755-0323
	Mailing Address	17301 E. Arkansas Ave., Aurora, CO 80017

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

**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**

<p><b>Description of School Setting and Process for Data Analysis:</b> 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).</p>	<p><b>Review Current Performance:</b> 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.</p>	<p><b>Trend Analysis:</b> 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.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> 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.</p>
---	---	---	---	---

**Narrative:**  
 Arkansas Elementary School is a neighborhood school located near Buckley Air Force Base in Aurora, CO. We have 504 students enrolled in Pre-Kindergarten through 5<sup>th</sup> Grade. We have 48 staff members (licensed and classified). Arkansas Elementary School is a diverse school: 40.4% Hispanic, 25.4% Black, 22.9% White, 26.6 % ELL, 63.9% Free and Reduced Lunch, 1.0% Gifted and Talented, 8.0% Special Education. Our educational approach is summed up in one phrase, “Together we are Arkansas.” We have further defined this phrase through our belief statement – Together we are Arkansas: An Inclusive Community Where Everyone Achieves. We work as a team to accelerate the learning of every Arkansas student, every day. The acceleration of student learning begins with accelerating the learning of every Arkansas adult, every day. As a school, we follow a problem solving approach guided by our PBiS acronym: ROAR – Role Model, Ownership, Attitude, and Respectful. This approach supports us in focusing on solutions to move the school forward.

**ACCOUNTABILITY STATUS**

Arkansas Elementary School is in IMPROVEMENT status based partially on TCAP performance from 2013-2014 as reported on the School Performance Framework. We have adopted and implemented a UIP to accelerate adult learning in order to accelerate student learning and achievement. Arkansas did not meet expectations in Academic Achievement. Arkansas is approaching meeting expectations in Academic Growth and Academic Growth Gaps. Performance in Academic Achievement on the 2014 TCAP showed slight increases in achievement across all content areas overall. With regards to specific grade levels in Academic Achievement, Grade 3 Reading, and Grade 5 Writing and Math showed declines. Arkansas did not meet the targets set in the 2013-2014 UIP. Reasons for not meeting the targets include: lack of consistency in implementation of instructional strategies and practices – specific to writing across content areas, lack of consistent implementation and monitoring of Major Improvement Strategies, lack of intentional and consistent focus on students’ work and data, inconsistent focus on standards and developing understandings of grade level proficiency, and lack of consistency in establishing a focused and positive learning environment.

The 2014-2015 school year brought 6 new licensed staff members to Arkansas Elementary. In contrast, there were 16 new licensed staff members in the 2013-2014 school year. This one year data point shows there is less teacher mobility. Lower teacher mobility is a contributing factor in supporting a strong community and school culture.

As TCAP data and School Performance frameworks were released in early August, administration with the support of Starla Pearson, Director of Student Achievement, began the first analysis data looking for notable trends and priority performance challenges. The first analysis showed reason for celebration. Arkansas, through the hard work and dedication of its staff and families had moved out of Turnaround Status to Improvement Status as indicated on the School Performance Framework. Arkansas’ Instructional Leadership Team (ILT) also analyzed the data looking for notable trends and priority performance challenges. The ILT supported the planning and facilitation of the data analysis with the whole staff. The ILT and administration walked the whole staff through the data, focusing on notable trends and priority performance challenges. These notable trends and priority performance challenges are described in *Worksheet #2: Data Analysis* of the UIP.

**Data – State and Local Data Measures**

**CSAP/TCAP/ACUITY C Comparisons**

**Reading / Language Arts**

	2011 CSAP	2012 CSAP	Acuity 2012 Form C	2013 TCAP	Acuity 2013 Form C	2014 TCAP	2014 Goal
Grade 3	59	40	55	48	51	44	53
Grade 4	44	42	26	20	45	42	53
Grade 5	42	42	34	30	36	32	53

**Math**

	2011 CSAP	2012 CSAP	Acuity 2012 Form C	2013 TCAP	Acuity 2013 Form C	2014 TCAP	2014 Goal
Grade 3	30	28	69	43	56	49	51
Grade 4	43	31	46	18	61	51	51
Grade 5	44	35	50	30	36	23	51

Acuity Form C results from both years consistently over-predicted TCAP results for that same year. The over-prediction was higher in Math at all grade levels – 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>.

*DRA2 Percentage of students on Grade Level based on the DRA2*

Grade	2010-2011	2011 CSAP Reading	2011-2012	2012 TCAP Reading	2012-2013	2013 TCAP Reading	2013-2014	2014 TCAP Reading
K	75		87.1		63.2		58.5	
1	44		61.8		37.2		54.4	
2	40.2		58.8		45.6		35.1	
3	52.7	59	52.5	40	50.6	48	53.8	44
4	51.1	44	47.4	42	62.5	20	47.5	42
5	67.7	42	64.3	42	61.1	30	45.6	43

This data showed inconsistency in the DRA2 scores from cohort to cohort and year to year. The data raised questions regarding the administration of DRA2 testing and the teachers' analysis of results. We will further explore building common practices around the DRA2 assessment and how to analyze its results.

TCAP Trends in Achievement – percent Proficient and Advanced

Reading

Grade	2010-2011	2011-2012	2012-2013	2013-2014
Grade 3	59	40	48	44
Grade 4	44	42	20	42
Grade 5	42	42	30	32

Writing

Grade	2010-2011	2011-2012	2012-2013	2013-2014
Grade 3	25	17	28	32
Grade 4	31	28	9	27
Grade 5	36	38	21	14

Math

Grade	2010-2011	2011-2012	2012-2013	2013-2014
Grade 3	30	28	43	49
Grade 4	43	31	18	51
Grade 5	44	35	30	23

- Grade 5 experienced declines in Achievement with students performing at Proficient and Advanced in Reading and Writing. Grade 4 experiences a slight increase in Math.
- Grade 4 experienced significant gains in students performing at Proficient and Advanced in all content areas.
- Grade 3 experienced gains in Writing and Math and a decline in Reading in student performing at Proficient and Advanced.

TCAP Trends in Growth

Reading				Writing				Math			
2011	2013	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
46 <sup>th</sup>	35 <sup>th</sup>	22 <sup>nd</sup>	52 <sup>nd</sup>	32 <sup>nd</sup>	47 <sup>th</sup>	30 <sup>th</sup>	32 <sup>nd</sup>	47 <sup>th</sup>	36 <sup>th</sup>	44 <sup>th</sup>	60 <sup>th</sup>

We made adequate growth in Reading.



TCAP Trends in Growth Gaps

Reading									
	2011	2012	2013	2011	2012	2013	2011	2012	2013
	School			District			State		
Median Growth Percentile									
Total	46	35	22	46	49	46	50	50	50
Grade 4	48	37	20	43	46	41	50	50	50
Grade 5	44	33	23	49	52	52	50	50	50
Minority/Non	44 / 46	36 / 31	23 / 20	45 / 48	49 / 51	46 / 48	47 / 52	48 / 52	48 / 52
FRL/Non	44 / 50	32 / 47	25 / 15	45 / 48	48 / 53	45 / 51	46 / 53	46 / 53	46 / 53
IEP/Non	- / 44	- / 36	- / 22	35 / 47	34 / 50	33 / 48	40 / 51	40 / 51	41 / 51
ELL/Non	48 / 43	36 / 34	31 / 20	47 / 45	50 / 47	48 / 44	50 / 50	51 / 50	51 / 50
Girls/Boys	53 / 32	34 / 37	24 / 18	47 / 45	51 / 47	49 / 44	51 / 49	52 / 48	51 / 49

Writing									
	2011	2012	2013	2011	2012	2013	2011	2012	2013
	School			District			State		
Median Growth Percentile									
Total	32	47	30	47	52	46	50	50	50
Grade 4	34	46	23	43	49	41	50	50	50
Grade 5	29	47	36	51	56	52	50	50	50
Minority/Non	29 / 44	47 / 41	31 / 26	47 / 49	52 / 53	45 / 47	47 / 52	49 / 51	48 / 52
FRL/Non	28 / 39	45 / 55	33 / 19	46 / 50	52 / 54	45 / 47	45 / 53	47 / 53	46 / 52
IEP/Non	- / 32	- / 47	- / 30	34 / 49	41 / 53	34 / 47	40 / 51	40 / 51	43 / 51
ELL/Non	33 / 32	58 / 40	26 / 30	48 / 46	55 / 49	48 / 43	48 / 50	54 / 49	48 / 50
Girls/Boys	38 / 28	47 / 45	37 / 26	50 / 44	55 / 49	50 / 41	53 / 47	54 / 47	54 / 47

Math									
	2011	2012	2013	2011	2012	2013	2011	2012	2013
	School			District			State		
Median Growth Percentile									
Total	47	36	44	51	54	52	50	50	50
Grade 4	50	35	26	51	51	50	50	50	50
Grade 5	45	36	52	50	57	56	50	50	50
Minority/Non	47 / 44	36 / 31	49 / 23	50 / 52	53 / 59	53 / 50	49 / 51	48 / 51	49 / 50
FRL/Non	43 / 52	35 / 36	50 / 31	50 / 51	52 / 58	52 / 55	47 / 54	46 / 53	47 / 53
IEP/Non	- / 47	- / 36	- / 48	36 / 52	42 / 55	34 / 55	37 / 51	39 / 51	37 / 51
ELL/Non	47 / 47	42 / 32	54 / 33	52 / 48	54 / 52	55 / 49	52 / 50	50 / 50	52 / 50
Girls/Boys	47 / 46	42 / 30	54 / 33	52 / 49	56 / 51	56 / 49	51 / 48	50 / 50	52 / 48

- Significant decreases in growth gap data for all sub-groups of students in all content areas.
  - There was an increase in the MPG for 5<sup>th</sup> Grade Math in 2013.

Discipline Data

During the 2013-2014 school year, school employees issued 522 office referrals to Arkansas students. This represents 9.6% of the total office referrals issued at a district level (5249). This is a challenge to the school community: disruption of consistent and focused learning, time spent on administrative paperwork, and unsafe learning environment. It is important to note:

- Black male are over-represented in office referrals by 10.6%
- Top reasons for office referrals: disobedience, defiance, physical aggression with students
- Classroom referrals = 340
- Playground - 74

### Differentiated Support Structures

Aurora Public Schools implemented a Differentiated Support Structure to support schools experiencing different risk factors. The risk factors included: School Performance Framework, staff mobility, experience of the school leader, enrollment capacity, discipline, Free/Reduced Lunch, English Language Learners, student stability, and climate survey. The rankings for each risk factor determine the category of differentiated support a school receives from the district. Arkansas scored INTENSIVE in three of the nine risk categories: School Performance Framework, staff mobility, and discipline. Schools were permitted to apply for differentiated support to address the INTENSIVE risk factors. Arkansas submitted a proposal to implement PLAYWORKS school wide and was awarded the funding through the Differentiated Support Structures provided through Aurora Public Schools. The PLAYWORKS program began on October 20, 2014.

The primary goals of the PLAYWORKS program:

- Increase time spent engaged in structured and positive play on the playground
- Increase physical activity
- Increase appropriate play and interactions between students in classrooms
- Increase positive and appropriate problem solving skills on the playground and in the classroom
- Increase engagement in school community, before and after school
- Decrease the overall amount of office referrals

### **UIP Process**

The process of analyzing data, identifying notable trends, determining priority performance challenges, root causes and theories of action was a collaborative process. Collectively and individually, the Arkansas staff analyzed data independently using structured data protocols during professional learning meetings. This process was supported by administration, the Director of the P-20 Learning Community, and an outside consultant.

To identify Major Improvement Strategies, administration and the ILT lead the whole staff in a root cause analysis process. We focused primarily on writing by asking: *Why are we not accelerating the learning for our writers?* All staff had time to reflect independently, with a partner, at grade levels, and as a whole group. The groups collaboratively analyzed TCAP data and wrote draft root cause statements. Administration and ILT then synthesized the statements to draft the root cause statement: ***We have not consistently integrated relevant and purposeful writing instruction across content areas.*** The same collaborative process was implemented to draft a theory of action to guide our learning and instruction: ***If we consistently integrate relevant and purposeful writing instruction across content areas, then students will effectively communicate and persevere as proficient writers.***

Administration met with the Arkansas Accountability Committee in early October 2014 to present the School Performance Framework and gather input and

suggestions from the parent group. Eight parents attended the meeting. This has been a challenge engaging the parent community in the decision-making process at Arkansas. The overwhelming input from the group of parents focused on consistency of instruction for students and continued communication between school and home.

Administration and ILT then crafted the Major Improvement Strategies from this root cause analysis and data analysis. The Major Improvement Strategies align with the new evaluation Quality Standards and teachers' individual Teacher Professional Learning Plans. Each Major Improvement Strategy can then be unpacked to ensure consistency in implementation to impact student learning.

- *Major Improvement Strategy #1:* Teachers create a learning environment characterized by acceptable student behavior, efficient use of instructional time, and appropriate use of intervention strategies. (Major Improvement Strategy #1 remains the same as the previous year due to the impact that office referrals had on the school community.)
  - Provide clear expectations to guide student classroom behavior
  - Put procedures in place to maximize instructional time
  - Adapt lesson plans to address individual student needs
- *Major Improvement Strategy #2:* Teacher consistently integrate relevant and purposeful writing instruction across content areas.
  - Use assessment results to guide adjustments to instruction
  - Has explicit student outcomes for each lesson
  - Make learning targets clear
  - Assess learning outcomes appropriately
  - Model the writing process – planning, drafting, conferring, revising, editing, writing across content areas

Administration incorporated the specific feedback into the final version of the strategies and actions. Administration compiled the portions of the UIP – data analysis, targets, performance trends, priority performance challenges, root causes, strategies, and actions – to draft Arkansas Elementary School's UIP for 2014-2015.

## REFLECTION

Reflection is a practice that is being developed in all adults and students at Arkansas. Reflection allows us to be problem solvers and make decisions to impact learning in a positive way. To this end, every teacher is informally observed every week. Feedback and reflective questions are given to teachers and classified staff. Teachers and administration enter into reflective dialogue based on the observations. This happens through face to face dialogues and email dialogues. Administration monitors the implementation of the feedback in the teachers' practice. These informal observations with specific feedback connect directly to the focus of the Major Improvement Strategies and professional learning in whole group and small group settings. The focus for the beginning of the year has been the intentional and efficient use of instructional time and specific Learning Targets to support learning.

Grade Level Teams meet weekly to engage in a Professional Learning Community (PLC) process of knowing what students need to know, how they will show they know it, and what interventions and enrichments will be put in place to support student learning and achievement. Grade Level Teams are supported by Teachers Coaches and administration as they analyze students' work, intentionally plan for instruction, write Learning Targets based on Colorado Academic Standards and district curriculum resources, and create and use grade level exemplars. The Grade Level Team meetings have provided implementation of learning from whole group settings. There is funding for a one-on-one coaching structure in place to ensure the coaching of all teachers. At this time both coaching positions at Arkansas remain unfilled. This provides a significant challenge in supporting teachers one-on-one in job-embedded professional learning. Funds from the district provided a Coaching Consultant to support the development of teachers, Grade Level Teams, administration and implementation of best practices.

District and grant funding have provided additional personnel at Arkansas. In August 2013, we hired an Assistant Principal and a Counselor. These two positions have helped to refine and support implementation of a school wide behavior system. The focus on the system is to support students in acquiring and using the strategies necessary to make positive choices in behavior and academic learning, as well as to support individual teachers in maintaining fidelity with classroom management systems.

As we continue through the 2014-2015 school year, the Teaching Learning Cycle, the Reflective Process, and the Conditions for Learning will guide our work in implementing the strategies set forth in the UIP. We will continue to collect data through classroom observation, conversation and product to then evaluate the effectiveness of our implementation and student learning. We will adjust our plan and actions using the evaluated data to support planning for next steps for adults and students.

The focused and intentional actions outlined in Section IV: Action Plans will support the implementation of the Major Improvement Strategies, which will in turn ensure the acceleration of learning for every Arkansas student, every day.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	READING: By the end of the 2013-2014 school year, 53% of the students will score proficient or advanced overall on the <b>Reading</b> TCAP	READING: The school did not meet the target. 40% of the students scored proficient or advanced overall on the <b>Reading</b> 2014 TCAP. This is a difference of 13%.	Arkansas did not meet the targets set in the 2013-2014 UIP. Reasons for not meeting the targets include: lack of consistency in implementation of instructional strategies and practices – specific to writing across content areas, lack of consistent implementation and monitoring of Major Improvement Strategies, lack of intentional and consistent focus on students' work and data, inconsistent focus on standards and developing understandings of grade level proficiency, and lack of consistency in establishing a focused and positive learning environment.
	WRITING: By the end of the 2013-2014 school year, 37% of the students will score proficient or advanced overall on the <b>Writing</b> TCAP	WRITING: The school did not meet the target. 26% of the students scored proficient or advanced overall on the <b>Writing</b> 2014 TCAP. This is a difference of 11%.	
	MATH: By the end of the 2013-2014 school year, 51% of the students will score proficient or advanced overall on the <b>Math</b> TCAP	MATH: The school did not meet the target. 44% of the students scored proficient or advanced overall on the <b>Math</b> 2014 TCAP. This is a difference of 7%.	
Academic Growth	READING: By the end of the 2013-2014 school year, the median growth percentile for <b>reading</b> will be at the 60 <sup>th</sup> percentile.	READING: The school did not meet its target. The actual Median Growth Percentile was 52.	
	WRITING: By the end of the 2013-2014 school year, the median growth percentile for <b>math</b> will be at the 60 <sup>th</sup> percentile.	WRITING: The school did not meet its target. The actual Median Growth Percentile was 32.	
	MATH: By the end of the 2013-2014 school year, the median growth percentile for <b>math</b> will be at the 60 <sup>th</sup> percentile.	MATH: The school did meet its target. The actual Median Growth Percentile was 60.	
Academic Growth Gaps	READING: By the end of the 2013-14 school year, the school will meet or exceed the 55 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	READING: The school did not meet the target for Subgroup Median Growth Percentile. The actual growth for subgroups: <ul style="list-style-type: none"> <li>• ELL - 40</li> <li>• F/R L - 44</li> <li>• Minority - 50</li> </ul>	
	WRITING: By the end of the 2013-14 school year, the school will meet or exceed the 55 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	WRITING: The school did not meet the target for Subgroup Median Growth Percentile. The actual growth for subgroups: <ul style="list-style-type: none"> <li>• ELL - 33</li> <li>• F/R L - 31</li> <li>• Minority - 31</li> </ul>	
	MATH: By the end of the 2013-14 school year, the school will meet or exceed the 55 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	MATH: The school did meet its targets in two of the three Subgroups for Median Growth Percentile. <ul style="list-style-type: none"> <li>• ELL - 50</li> <li>• F/R L - 60</li> <li>• Minority - 59</li> </ul>	

**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)	<p><b>READING:</b></p> <p>There has been a 4 year <i>decline</i> in achievement in all grade levels.</p> <ul style="list-style-type: none"> <li>• 3rd – 15%</li> <li>• 4th – 2%</li> <li>• 5th – 10%</li> </ul> <p>There were one year <i>increases</i> in</p> <ul style="list-style-type: none"> <li>• 4th – 22% increase to 42%</li> <li>• 5th – 2% increase to 32%</li> </ul>	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 44% (ARK) - 71.6% (CO) 4<sup>th</sup> 42% (ARK) – 67.5% (CO) 5<sup>th</sup> 32% (ARK) – 71.0% (CO)</p> <p>The performance below state level is significant.</p>	<p><b>We have not established a learning environment that consistently enforces student behavior, builds meaningful relationships, uses instructional time efficiently, and implements appropriate intervention strategies in order to accelerate student learning.</b></p> <p><b>We have not consistently implemented instructional strategies and practices to thoroughly know where students are academically and then intentionally plan and teach to accelerate student learning.</b></p> <p><b>We have not consistently integrated relevant and purposeful writing instruction across content areas.</b></p>
	<p><b>WRITING:</b></p> <p>There has been a 4 year <i>decline</i> in achievement in the following grade levels.</p> <ul style="list-style-type: none"> <li>• 4th – 4%</li> <li>• 5th – 22%</li> </ul> <p>There has been a 4 year <i>increase</i> in achievement in the following grade level:</p> <ul style="list-style-type: none"> <li>• 3rd – 7%</li> </ul> <p>There were one year <i>increases</i> in</p> <ul style="list-style-type: none"> <li>• 3rd – 4% increase to 32%</li> <li>• 4th – 18% increase to 27%</li> </ul>	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 32% (ARK) – 51.1% (CO) 4<sup>th</sup> 27% (ARK) – 51.7% (CO) 5<sup>th</sup> 14% (ARK) – 55.5% (CO)</p> <p>The performance below state level is significant.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>MATH:</b></p> <p>There has been a 4 year <b>decline</b> in achievement in the following grade level.</p> <ul style="list-style-type: none"> <li>5th – 21%</li> </ul> <p>There has been a 4 year <b>increase</b> in achievement in the following grade level:</p> <ul style="list-style-type: none"> <li>3rd – 19%</li> <li>4th – 8%</li> </ul> <p>There was a one year <b>increase</b> in</p> <ul style="list-style-type: none"> <li>4th – 33% increase to 51%</li> </ul>	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 49% (ARK) - 71.6% (CO) 4<sup>th</sup> 51% (ARK) – 71.5% (CO) 5<sup>th</sup> 23% (ARK) – 64.6% (CO)</p> <p>The performance below state level is significant.</p>	
Academic Growth	<p><b>READING:</b></p> <p>Overall, the median growth percentile increased over 3 years: 35<sup>th</sup> to 22<sup>nd</sup> to 52<sup>nd</sup>.</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> grade saw increases over 3 years: 37<sup>th</sup> to 20<sup>th</sup> to 49<sup>th</sup>.</li> <li>5<sup>th</sup> grade saw increases over 3 years: 33<sup>rd</sup> to 23<sup>rd</sup> to 56<sup>th</sup>.</li> </ul>	<p>The median growth percentile is below the 55<sup>th</sup> in <b>reading</b>.</p>	
	<p><b>WRITING:</b></p> <p>Overall, the median growth percentile declined over 3 years: 47<sup>th</sup> to 30<sup>th</sup> to 32<sup>nd</sup>.</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> grade saw decreases over 3 years: 46<sup>th</sup> to 23<sup>rd</sup> to 26<sup>th</sup>.</li> <li>5<sup>th</sup> grade saw decreases over 3 years: 47<sup>th</sup> to 36<sup>th</sup> to 40<sup>th</sup>.</li> </ul> <p>Both grade levels experienced slight increases from last year to this year.</p>	<p>The median growth percentile is below the 55<sup>th</sup> in <b>writing</b>.</p>	
	<p><b>MATH:</b></p> <p>Overall the median growth percentile increased over 3 years: 36<sup>th</sup> to 44<sup>th</sup> to 60<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> grade saw increases over 3 years: 35<sup>th</sup> to 26<sup>th</sup> to 49<sup>th</sup>.</li> <li>5<sup>th</sup> grade saw increases over 3 years: 36<sup>th</sup> to 52<sup>nd</sup> to 69<sup>th</sup>.</li> </ul> <p>Arkansas' growth data is above the district and state.</p>	<p>The median growth percentile is above the 55<sup>th</sup> at the 60<sup>th</sup> in <b>math</b>.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p><b>READING:</b> In <i>reading</i>, the median growth percentile is</p> <ul style="list-style-type: none"> <li>• Minority/Non: 50<sup>th</sup> to 54<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for Minority</li> </ul> </li> <li>• FRL/Non: 44<sup>th</sup> to 56<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for FRL</li> </ul> </li> <li>• ELL/Non: 40<sup>th</sup> to 55<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for ELL</li> </ul> </li> <li>• Girls/Boys: 53<sup>rd</sup> to 50<sup>th</sup> <ul style="list-style-type: none"> <li>○ Higher for Girls</li> </ul> </li> </ul>	<p>The median growth percentile for all student groups is below the 55<sup>th</sup> percentile in <i>reading</i>.</p>	
	<p><b>WRITING:</b> In <i>writing</i>, the median growth percentile is</p> <ul style="list-style-type: none"> <li>• Minority/Non: 31<sup>st</sup> to 39<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for Minority</li> </ul> </li> <li>• FRL/Non: 31<sup>st</sup> to 38<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for FRL</li> </ul> </li> <li>• ELL/Non: 33<sup>rd</sup> to 32<sup>nd</sup> <ul style="list-style-type: none"> <li>○ Lower for ELL</li> </ul> </li> <li>• Girls/Boys: 38<sup>th</sup> to 29<sup>th</sup> <ul style="list-style-type: none"> <li>○ Higher for Girls</li> </ul> </li> </ul>	<p>The median growth percentile for all student groups is below the 55<sup>th</sup> percentile in <i>writing</i>.</p>	
	<p><b>MATH:</b> In <i>math</i>, the median growth percentile is</p> <ul style="list-style-type: none"> <li>• Minority/Non: 59<sup>th</sup> to 70<sup>th</sup> <ul style="list-style-type: none"> <li>○ Lower for Minority</li> </ul> </li> <li>• FRL/Non: 60<sup>th</sup> to 62<sup>nd</sup> <ul style="list-style-type: none"> <li>○ Lower for FRL</li> </ul> </li> <li>• ELL/Non: 50<sup>th</sup> to 61<sup>st</sup> <ul style="list-style-type: none"> <li>○ Lower for ELL</li> </ul> </li> <li>• Girls/Boys: 57<sup>th</sup> to 63<sup>rd</sup> <ul style="list-style-type: none"> <li>○ Lower for Girls</li> </ul> </li> </ul>	<p>The median growth percentile for English Learners is below the 55<sup>th</sup> percentile in <i>math</i>. It is currently at the 50<sup>th</sup> percentile.</p>	

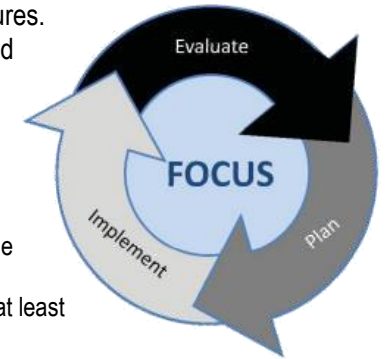


## Section IV: Action Plan(s)

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

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 44% (ARK) - 71.6% (CO)</p> <p>4<sup>th</sup> 42% (ARK) – 67.5% (CO)</p> <p>5<sup>th</sup> 32% (ARK) – 71.0% (CO)</p> <p>The performance below state level is significant.</p>	<p>By the end of the 2014-2015 school year, Arkansas Elementary will score at or above the 15<sup>th</sup> percentile on <b>Reading</b> CMAS based on school's percentile ranking on the SPF.</p> <p>2013-2014</p> <p>School's percentile was at the 8<sup>th</sup> percentile on <b>Reading</b> CMAS.</p>	<p>By the end of the 2015-2016 school year, students will score at or above the 20<sup>th</sup> percentile on the <b>Reading</b> CMAS.</p>	<p>DRA 2 assessments</p> <p>PALS assessment for students at SRD levels</p> <p>BAS running records and assessments</p> <p>Running Records for every student every three weeks – formal and informal</p> <p>Acuity results three times in the school year – formal assessment (Grades 3, 4, 5)</p> <p>LLI assessments from targeted small group instruction for readers at SRD</p> <p>MONDO benchmark assessments</p> <p>MONDO oral language assessments</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Monitoring notes on student progress</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	<p><i>Major Improvement Strategy #1:</i> Teachers create a learning environment characterized by acceptable student behavior, efficient use of instructional time, and appropriate intervention strategies.</p> <ul style="list-style-type: none"> <li>Provide clear expectations to guide student classroom behavior</li> <li>Put procedures in place to maximize instructional time</li> <li>Adapt lesson plans to address individual student needs</li> </ul> <p><i>Major Improvement Strategy #2:</i> Teacher consistently integrate relevant and purposeful writing instruction across content areas.</p> <ul style="list-style-type: none"> <li>Use assessment results to guide adjustments to instruction</li> <li>Has explicit student outcomes for each lesson</li> <li>Make learning targets clear</li> <li>Assess learning outcomes appropriately</li> <li>Model the writing process – planning, drafting, conferring, revising, editing, writing across content areas</li> </ul>
		M	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 49% (ARK) - 71.6% (CO)</p>	<p>By the end of the 2014-2015 school year, Arkansas Elementary will score at or above the 15<sup>th</sup> percentile on <b>Math</b> CMAS based on school's</p>	<p>By the end of the 2015-2016 school year, students will score at or above the 20<sup>th</sup> percentile on the <b>Math</b> CMAS.</p>	<p>Study Island benchmark results for Grades 3, 4, and 5</p> <p>End of unit assessments from Investigations and Kathy Richardson</p>	

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

			<p>4<sup>th</sup> 51% (ARK) – 71.5% (CO)                      5<sup>th</sup> 23% (ARK) – 64.6% (CO)</p> <p>The performance below state level is significant.</p>	<p>percentile ranking on the SPF.</p> <p>2013-2014                      School's percentile ranking was at the 10<sup>th</sup> percentile on <b>Math</b> CMAS.</p>		<p>assessment tasks</p> <p>Critical Learning Phases assessments and monitoring</p> <p>Place Value Continuum assessments and monitoring</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Monitoring notes on student progress</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	
		W	<p>We are performing below the state in all content areas and at all grade levels.</p> <p>3<sup>rd</sup> 32% (ARK) – 51.1% (CO)                      4<sup>th</sup> 27% (ARK) – 51.7% (CO)                      5<sup>th</sup> 14% (ARK) – 55.5% (CO)</p> <p>The performance below state level is significant.</p>	<p>By the end of the 2014-2015 school year, Arkansas Elementary will score at or above the 15<sup>th</sup> percentile on <b>Writing</b> CMAS based on school's percentile ranking on the SPF.</p> <p>2013-2014                      School's percentile ranking was at the 9<sup>th</sup> percentile on <b>Writing</b> CMAS.</p>	<p>By the end of the 2015-2016 school year, students will score at or above the 20<sup>th</sup> percentile on the <b>Writing</b> CMAS.</p>	<p>Monitoring notes on student progress</p> <p>School wide writing prompt</p> <ul style="list-style-type: none"> <li>• K, 1, 2 Grades</li> <li>• 3, 4, 5 Grades</li> </ul> <p>Writing conferences with individual students to set goals for writing growth</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Analysis of student draft books weekly – individual teacher and Grade Level Team</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local	R	<p>The median growth percentile is below the 55<sup>th</sup> in <b>reading</b>.</p>	<p>By the end of the 2014-2015 school year, the median growth percentile for <b>reading</b> will be at the 55<sup>th</sup> percentile.</p>	<p>By the end of the 2015-2016 school year, the median growth percentile for <b>reading</b> will be at the 60<sup>th</sup> percentile.</p>	<p>DRA 2 assessments</p> <p>PALS assessment for students at SRD levels</p> <p>BAS running records and assessments</p>	<p><i>Major Improvement Strategy #1:</i>                      Teachers create a learning environment characterized by acceptable student behavior, efficient use of instructional time, and appropriate intervention strategies.</p> <ul style="list-style-type: none"> <li>• Provide clear expectations to</li> </ul>

	measures					<p>Running Records for every student every three weeks – formal and informal</p> <p>Acuity results three times in the school year – formal assessment (Grades 3, 4, 5)</p> <p>LLI assessments from targeted small group instruction for readers at SRD</p> <p>MONDO benchmark assessments</p> <p>MONDO oral language assessments</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Monitoring notes on student progress</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	<p>guide student classroom behavior</p> <ul style="list-style-type: none"> <li>Put procedures in place to maximize instructional time</li> <li>Adapt lesson plans to address individual student needs</li> </ul> <p><i>Major Improvement Strategy #2:</i> Teacher consistently integrate relevant and purposeful writing instruction across content areas.</p> <ul style="list-style-type: none"> <li>Use assessment results to guide adjustments to instruction</li> <li>Has explicit student outcomes for each lesson</li> <li>Make learning targets clear</li> <li>Assess learning outcomes appropriately</li> <li>Model the writing process – planning, drafting, conferring, revising, editing, writing across content areas</li> </ul>
			M	<p>The median growth percentile is above the 55<sup>th</sup> at the 60<sup>th</sup> in <b>math</b>.</p>	<p>By the end of the 2014-2015 school year, the median growth percentile for <b>math</b> will be at the 65<sup>th</sup> percentile.</p>	<p>By the end of the 2015-2016 school year, the median growth percentile for <b>math</b> will be at the 70<sup>th</sup> percentile.</p>	<p>Study Island benchmark results for Grades 3, 4, and 5</p> <p>End of unit assessments from Investigations and Kathy Richardson assessment tasks</p> <p>Critical Learning Phases assessments and monitoring</p> <p>Place Value Continuum assessments and monitoring</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Monitoring notes on student progress</p>

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

						Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter	
		W	The median growth percentile is below the 55 <sup>th</sup> in <b>writing</b> .	By the end of the 2014-2015 school year, the median growth percentile for <b>writing</b> will be at the 55 <sup>th</sup> percentile.	By the end of the 2015-2016 school year, the median growth percentile for <b>writing</b> will be at the 60 <sup>th</sup> percentile.	<p>Monitoring notes on student progress</p> <p>School wide writing prompt</p> <ul style="list-style-type: none"> <li>• K, 1, 2 Grades</li> <li>• 3, 4, 5 Grades</li> </ul> <p>Writing conferences with individual students to set goals for writing growth</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Analysis of student draft books weekly – individual teacher and Grade Level Team</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	
		ELP	The median growth percentile for all student groups is below the 55 <sup>th</sup> percentile for ELP.	By the end of the 2014-2015 school year, the median growth percentile for <b>ELP</b> will be at the 55 <sup>th</sup> percentile.	By the end of the 2015-2016 school year, the median growth percentile for <b>ELP</b> will be at the 60 <sup>th</sup> percentile.	<p>ACCESS assessment results.</p> <p>ELAchieve assessment results for students receiving support in ELD Block during Achieve Time</p> <p>Math assessments</p>	
Academic Growth Gaps	Median Growth Percentile, local measures	R	The median growth percentile for all student groups is below the 55 <sup>th</sup> percentile in <b>reading</b> .	By the end of the 2014-15 school year, the school will meet or exceed the 55 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	By the end of the 2015-16 school year, the school will meet or exceed the 60 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	<p>DRA 2 assessments</p> <p>PALS assessment for students at SRD levels</p> <p>BAS running records and assessments</p> <p>Running Records for every student every three weeks – formal and informal</p> <p>Acuity results three times in the school year – formal assessment (Grades 3,</p>	<p><i>Major Improvement Strategy #1:</i> Teachers create a learning environment characterized by acceptable student behavior, efficient use of instructional time, and appropriate intervention strategies.</p> <ul style="list-style-type: none"> <li>• Provide clear expectations to guide student classroom behavior</li> <li>• Put procedures in place to maximize instructional time</li> <li>• Adapt lesson plans to address individual student needs</li> </ul>

						4, 5)  LLI assessments from targeted small group instruction for readers at SRD  MONDO benchmark assessments  MONDO oral language assessments  Common assessments as identified and designed by Grade Level Teams every 8 weeks  Monitoring notes on student progress  Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter	<i>Major Improvement Strategy #2:</i> Teachers consistently integrate relevant and purposeful writing instruction across content areas. <ul style="list-style-type: none"> <li>Use assessment results to guide adjustments to instruction</li> <li>Has explicit student outcomes for each lesson</li> <li>Make learning targets clear</li> <li>Assess learning outcomes appropriately</li> <li>Model the writing process – planning, drafting, conferring, revising, editing, writing across content areas</li> </ul>
	M	The median growth percentile for all student groups is below the 55 <sup>th</sup> percentile in <i>math</i> .	By the end of the 2014-15 school year, the school will meet or exceed the 55 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	By the end of the 2015-16 school year, the school will meet or exceed the 60 <sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority	Study Island benchmark results for Grades 3, 4, and 5  End of unit assessments from Investigations and Kathy Richardson assessment tasks  Critical Learning Phases assessments and monitoring  Place Value Continuum assessments and monitoring  Common assessments as identified and designed by Grade Level Teams every 8 weeks  Monitoring notes on student progress  Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter		
	W	The median growth percentile	By the end of the 2014-15 school	By the end of the 2015-16 school	Monitoring notes on student progress		

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

			<p>for all student groups is below the 55<sup>th</sup> percentile in <b>writing</b>.</p>	<p>year, the school will meet or exceed the 55<sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority</p>	<p>year, the school will meet or exceed the 60<sup>th</sup> percentile in SPF growth expectations for students designated as ELLs, F/R lunch eligible and minority</p>	<p>School wide writing prompt</p> <ul style="list-style-type: none"> <li>• K, 1, 2 Grades</li> <li>• 3, 4, 5 Grades</li> </ul> <p>Writing conferences with individual students to set goals for writing growth</p> <p>Common assessments as identified and designed by Grade Level Teams every 8 weeks</p> <p>Analysis of student draft books weekly – individual teacher and Grade Level Team</p> <p>Progress graphed by individual teach and collectively by Grade Level Teams mid-quarter and at the end of the quarter</p>	
--	--	--	--	--	--	--	--

**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** Teachers create a learning environment characterized by acceptable student behavior, efficient use of instructional time, and use of appropriate intervention strategies.

**Root Cause(s) Addressed:** We have not established a learning environment that consistently enforces student behavior, builds meaningful relationships, uses instructional time efficiently, and implements appropriate intervention strategies in order to accelerate student learning.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Implement PLAYWORKS program schoolwide	October 2014	Refine based on funding	Administration PLAYWORKS Coach Staff	Differentiated Support Structure proposal through APS \$28,500.00	Office referrals Engagement at recess in structured activities as measured by Playworks Coach observation and reports	In progress
Design intentional community activities for the multi-grade instructional Communities throughout the school	Monthly	Refine in 2015-16	Administration Staff	General budget	Behavior data as recorded in IC <ul style="list-style-type: none"> <li>50% reduction in the number of Office Referrals</li> </ul>	In progress Monitor effectiveness
Revise Behavior Management System <ul style="list-style-type: none"> <li>Implement Low Level Referral System</li> <li>Implement ROAR Zone</li> <li>Implement consistent language</li> </ul>	June 2014 July 2014		Administration WEB Team Counselor	General budget	WEB binder of procedures, protocols, and examples Behavior data as recorded in IC	In progress

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL



Consistently use Choice Chart management system schoolwide	August 2014	Refine in 2015-16	Administration WEB Team Staff	General budget	Behavior data as recorded in IC <ul style="list-style-type: none"> <li>• Reflection Sheets</li> <li>• Low Level Referrals</li> <li>• Office Referrals</li> </ul>	In progress
Refine implementation of PBiS Strategies	Daily throughout the year	Daily throughout the year	Administration WEB Team Staff	General budget	Daily ROAR prizes Positive reinforcement of behavior through the use of ROAR tickets at the individual, classroom, and community level Behavior data as recorded in IC	In progress
Re-enforce ROAR behavior expectations to celebrate class and Community decisions	Daily throughout the year	Daily throughout the year	Administration WEB Team Staff	General budget	ROAR expectations <ul style="list-style-type: none"> <li>• Role Model</li> <li>• Ownership</li> <li>• Attitude</li> <li>• Respectful</li> </ul> Daily ROAR prizes ROAR Banners	In progress
Refine use of ROAR Zone and the Reflection Sheets in all areas of the school	July 2014  Daily throughout the year	Daily throughout the year	Administration WEB Team Staff	General budget	ROAR Zones in all classrooms and support areas Monitoring Reflection Sheets as documented in IC	In progress
Implement book study of <i>Teach Like a Champion</i>	Quarterly	Quarterly	Administration WEB Team Staff	General budget	Implementation of specific strategies as studied in <i>Teach Like a Champion</i> as measured by classroom observation Behavior data as recorded in IC	In progress
Review of data at Arkansas Parent Community Meetings (formerly Arkansas Accountability Committee)	Quarterly	Quarterly	Administration AAC	General budget	Learning Plans for AAC meetings In put documented in UIP In put implemented in plan Increase in the number of parents/families involved	In progress
Model and provide clear procedures, expectations and accountability to guide	Daily	Daily	Administration	General budget	Rituals and Routines Matrix	In progress

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

classroom and school wide behavior			WEB Team Staff		Safe Schools Handbook Behavior data as recorded in IC	
Use visuals, exemplars, transitions, routines, and appropriate pacing to maximize instructional time	Daily	Daily	Administration WEB Team Staff	General budget	Lesson plans with specific behavioral teaching points Exemplars used in lessons Observations – informal	In progress
During WEB Team meeting, monthly review of behavior data as recorded in IC <ul style="list-style-type: none"> <li>Equity</li> <li>Impact on learning</li> </ul>	Monthly	Monthly	Administration WEB Team	General budget	Learning plans for WEB Team meetings Monitor decrease in behavior events from month to month - data	In progress
Re-enforce school wide expectations and classroom expectations – when students return from breaks	Return from breaks	Return from breaks	Counselor WEB Team Staff	General budget	School wide lesson plans developed by Counselor Behavior data as recorded in IC	In progress
Engage the school community through daily Morning Announcements	Daily	Daily	Administration	General budget	Incorporated social skills – monitor implementation of skills by students on a daily basis as measured by lesson plans	In progress
Work collaboratively with PTO to develop Community <ul style="list-style-type: none"> <li>Alternate meeting times</li> <li>Engage more parents</li> </ul>	Monthly	Monthly	School PTA		Monthly PTA agendas Regular PTA events	In progress
Refine Ark After Dark curriculum night	Sept. 2014	Sept. 2015	Administration Staff Parents	General budget	Agenda for Ark After Dark with parent engagement activities Focus on learning and the supports for learning at home	In progress
Implement Parent Lunches / Morning Coffees	Monthly	Monthly	Administration Staff Parents	General budget	Monthly parent lunch agendas and learning targets to support building Community and learning at home	Beginning January 2015

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

**Major Improvement Strategy #2:** Teachers consistently integrate relevant and purposeful writing instruction across content areas.

**Root Cause(s) Addressed:** We have not consistently integrated relevant and purposeful writing instruction across content areas.

We have not consistently implemented instructional strategies and practices to thoroughly know where students are academically and then intentionally plan and teach to accelerate student learning.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Determine essential learnings for each content – focusing on writing first to support focused planning.	August 2014 On-going	On-going	Administration Coaches Staff	General budget	Essential Learning documents Lesson plans showing Learning Target and progression of learning based on analysis and Grade Level Team planning	In progress
Determine grade level proficiencies in writing • Vertical alignment	November 2014	On-going	Administration Coaches Staff	General budget	Writing proficiency documents at each grade level Examples and exemplars of different proficiency levels	In progress
Plan and provide professional learning with a focus on intentional, planning, grouping, and exemplars aligned with standards and grade level proficiency	Weekly	Weekly	Administration Staff Coaches	General budget Additional 1.0 TE Additional funding for coaching consultant	Weekly Learning Plans for staff meetings Reflection from staff members Administration observation and feedback along with analysis of observation trends and implementation of feedback Instructional expectation one page Success Criteria used as	In progress

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

					an self-evaluation tool and basis for feedback Trend data twice a month to monitor effectiveness of small group implementation	
Differentiate professional learning based on personal instructional needs <ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Small Group</li> <li>• One-on-one coaching</li> </ul>	Weekly	Weekly	Administration Staff Coaches	General budget Additional 1.0 TE Additional funding for coaching consultant	Weekly Learning Plans for staff meetings Weekly Learning Plans for Grade Level Team meetings Action Plans and reflection Trend data twice a month to monitor effectiveness of small group implementation	In progress
Teaching Partner and Administration support weekly Grade Level Team planning and learning around: Standards <ul style="list-style-type: none"> <li>• Planning and Pacing Guides</li> <li>• Understanding grade level proficiency</li> <li>• Learning Targets</li> <li>• Analyzing student work and data</li> <li>• Planning precise instruction</li> </ul>	Weekly	Weekly	Administration Coaches Teachers	General budget Additional 1.0 TE Additional funding for coaching consultant	Weekly Learning Plans and Grade Level Team Meetings Action Plans and reflection Trend data twice a month to monitor effectiveness of small group implementation	In progress
Support the collaboration of new teachers and their mentors through the New Teacher Academy	Monthly	Monthly	Administration New teachers Mentors Coaches	Funding from Division of Instruction – Professional Learning	Monthly Learning Plan for New Teacher Academy Regular meetings of mentors and new teachers – hours recorded to meet expectations APS Induction learning plans and monthly meetings Individual feedback to new teachers from mentors and administration	In progress
Implement and formalize vertical planning structures during Achieve Time	Daily implementation	Daily implementation	Administration Staff	General budget	Planning time during staff meetings Essential Learning documents	In progress

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

	Monthly	Monthly	Coaches		that focus instruction on a quarterly basis	
<p>Refine Achieve Time instruction to focus on intentional interventions in reading and writing</p> <ul style="list-style-type: none"> <li>• Use of data</li> <li>• Focused, intentional, targeted instruction</li> </ul>	Daily	Daily	Administration Staff Coaches	General budget	<p>Lesson Plans for Achieve Time</p> <p>Observation notes from Achieve Time</p> <p>Feedback from administration and coaches</p> <p>Monitoring progress based on pre-assessments and post-assessments of students</p> <p>Feedback provided based on Instructional Expectations Success Criteria</p>	In progress
<p>Model learning expectations</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Writing process</li> <li>• Purpose for writing</li> <li>• Genres</li> <li>• Writing across content areas</li> </ul>	November 2014 – daily	Daily	Administration Staff Coaches	General budget	<p>Lesson plans</p> <p>Observation notes</p> <p>Feedback from administration</p> <p>Student writing</p> <p>Teacher exemplars</p>	In progress
<p>Implement authentic writing throughout the day</p>	Daily	Daily	Administration Staff Coaches	General budget	<p>Lesson plans</p> <p>Exemplars – student and teacher</p> <p>Rubrics</p> <p>Feedback provided to students</p> <p>Monitoring notes</p>	In progress
<p>Gather baseline data on writing proficiency for all students</p>	November 2014	October 2014	Administration Staff	General budget	<p>Writing prompts at each grade level</p> <p>Rubrics for assessment</p> <p>Baseline data for all writers</p> <p>Interim assessments to monitor progress</p>	In progress
<p>Set goals for individual classes and for Grade Level Teams</p>	Quarterly	Quarterly	Administration Staff Grade Level	General budget	<p>Student data in Reading, Writing, and Math</p> <p>Graphing of data twice</p>	In progress

School Code: 0310

School Name: ARKANSAS ELEMENTARY SCHOOL

			Teams Coaches		<p>quarterly – GLT and class</p> <ul style="list-style-type: none"> <li>10% increases each quarter from baseline data</li> </ul> <p>Collective school goal for each content area as noted in the Annual Performance Targets</p> <p>Individual class goal based on the collective school goal</p>	
Implement interim writing assessments to monitor growth	January 2015 March 2015	December 2015 February 2016	Administration Staff	General budget	<p>Rubrics</p> <p>Writing prompts at each grade level</p> <p>Monitor growth of writers</p>	January 2015 March 2015
Develop Learning Targets and Success Criteria and communicate them for each planned lesson	Daily	Daily	Administration Staff Coaches	General budget	<p>Daily lesson plans with written Learning Targets and Success Criteria</p> <p>Learning Targets and Success Criteria posted in classrooms</p> <p>Learning Targets and Success Criteria communicated to students</p> <p>Feedback provided based on the Instructional Expectation one page of Success Criteria</p> <ul style="list-style-type: none"> <li>100% implementation</li> </ul>	In progress
Evaluate formative assessments to determine strengths, approximations, and next steps	Daily	Daily	Administration Staff Coaches	General budget	<p>Daily lesson plans</p> <p>Monitoring notes</p> <p>Collected student work and data</p>	In progress
Document student progress towards mastery of Colorado Academic Standards	As needed		Staff	General budget	<p>Quarterly classroom data charts</p> <p>Quarterly summative assessments and reporting</p> <p>Monitoring notes</p> <p>Formative assessments</p>	In progress

					Information in IC	
Provide actionable, timely, specific, and individualized feedback that includes strengths, approximations, and next steps • Staff study of <b>One to One</b>	Daily	Daily	Staff	General budget READ Plan budget	Student work Conferences with students Lesson plans Achieve Time lesson plans Learning Plans for staff meeting Personal Responsibility reflection chart	In progress
Assesses Learning Targets through formative (observation, conversations, and products) and summative assessments	Daily	Daily	Staff	General budget	Student work Conferences with students Lesson plans Achieve Time lesson plans	In progress
Differentiates instruction to meet individual and small group needs – in class and during Achieve Time	Daily	Daily	Staff Coaches	General budget	Lesson plans Student work and data Achieve Time lesson plans Feedback provided based on the Instructional Expectation one page of Success Criteria Twice a month Trend Data provided based on Instructional Expectations for small group instruction 100% implementation of planning sheets for small group reading instruction	In progress
Develop understandings of the progression of the learning trajectory – learning progression in Lucy Calkins new Units of Study for each genre	Twice monthly		Administration Staff Coaches	General budget	GLT Learning Plans Lesson Plans showing Learning Targets Lucy Calkins rubrics and on demand writing assessments Formal quarterly review of assessment data and student performance in formative assessments – Grade Level	In progress

					Team planning	
Use CDE, APS websites, and Units of Study for exemplars of grade level proficiency	Throughout the year	Throughout the year	Staff Coaches	General funds	Weekly Learning Plans Lesson plans Exemplars used in classrooms	In progress
Teachers develop and use exemplars	Daily	Daily	Administration Staff Coaches	General funds	Weekly Learning Plans Posted exemplars in class Students use of exemplars Lesson plans Feedback provided based on the Instructional Expectation one page of Success Criteria	In progress
Teachers flexible group and regroup students based on learning needs identified through assessing and monitoring	Daily	Daily	Staff Coaches	General funds	Daily lesson plans Formal and informal observations of teachers	In progress
Monitor student growth and learning through the Rtl process	Weekly	Weekly	Administration Counselor Teachers Parents	General funds	IST calendar Interventions recorded in ENRICH Progress of student 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.



## 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 Schools Operating a Schoolwide Program (Optional)