

**ROCKY MOUNTAIN ELEMENTARY
SCHOOL UIP 2016-17**

District: **ADAMS 12 FIVE STAR SCHOOLS** | Org ID: **0020** | School ID: **2582** |
Framework: **Priority Improvement Plan** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action Plans
Addenda

Executive Summary

How are students performing? Where will the school focus attention?

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

Name: Academic Achievement English Language Arts

Description: Students in 3rd, 4th, and 5th grades at Rocky Mountain Elementary are performing significantly below the state average on the English Language Arts PARCC Assessment. In addition, we still are not showing the needed achievement in Kindergarten, 1st, and 2nd grade on PALS and 1st - 5th grades NWEA Maps Reading assessments.

Name: Academic Growth English Language Arts

Description: Students in 4th, and 5th grades at Rocky Mountain Elementary are not demonstrating adequate growth of 50th percentile on the English Language Arts PARCC Assessment. In addition, we still are not demonstrating the needed growth in 1st - 5th grades on NWEA Maps Reading assessments.

Name: English Language Development and Attainment

Description: Although we showed significant and adequate growth for the 2015 -2016 school year, it was only one year of data. We need to continue to develop our instructional strategies in all classrooms for our English Language Learners.

Why is the education system continuing to have these challenges?

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

Name: Observation and feedback

Description: A structure for observation and evaluation cycles that provide teachers with consistent feedback that is focused and actionable has not been implemented. (Administrators)

Name: Standards

Description: A process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building was not established. (Administrators) An understanding of academic standards and expectations for grade level/content was limited. (Teachers) The monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. (Teachers)

Name: Student Engagement

Description: Structures that support students in engaging behaviorally and cognitively 90% of instructional time were not consistently implemented. (Teachers)

Name: Student Engagement

Description: Structures that support students in engaging behaviorally and cognitively 90% of instructional time were not consistently implemented. (Teachers)

Name: Common Planning

Description: Common planning periods to discuss instructional strategies, analyze student work, develop curricular resources and use data to adjust instruction were not implemented. (Administrators, Teachers)

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Observation Feedback

Description: Administrators will create and utilize a school created observation tool modeled from Relay's Observation Feedback Tool to provide consistent and timely feedback to teachers, identify bite sized action steps, plan and practice with the teacher, and follow up with a check-in observation to monitor implementation and growth.

Name: Data Driven Planning and Instruction

Description: Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. Standards and grade level expectations are communicated to students through the use of daily learning targets. Teachers implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade level standards in English Language Arts; ensuring 75% of selected texts are on grade level. The school implements a system of explicitly planned questioning strategies and formative assessments that align with standards, curriculum, daily learning targets, and pacing through the work of collaborative teacher teams. Questions and exemplars are developed collaboratively to support teachers in ensuring the required level of rigor is evident in instruction and that expectations for student participation and response methods are clear. Creating exemplars allow for school level, grade level, classroom level, and student level analysis. Teachers use this information along with formative student data and current performance levels when planning instruction, implementing lessons and adjusting daily instruction.

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

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No.

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.

No

Improvement Plan Information

The school/district 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)

School Improvement Support Grant

Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Rocky Mountain Elementary is located in the southwestern part of the Adams 12 Five Star School District in Westminster, Colorado. We are currently in Year 2 of Priority Improvement. The current administration, both Principal and Assistant Principal, have been at Rocky Mountain since July of 2015. In January 2016, Melodie Barron began intense Literacy and Colorado Academic Standards work with the entire Certified staff. Since this work has started, teachers and school leaders collaboratively analyze and understand the academic standards and expectations for their specific grade level and/or content area. Standards and grade level expectations are communicated to students through the use of daily learning targets. Teachers implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade level standards in English Language Arts; ensuring 75% of selected texts are on grade level. The school implements a system of explicitly planned questioning strategies

and formative assessments that align with standards, curriculum, daily learning targets, and pacing through the work of collaborative teacher teams. Questions and exemplars are developed collaboratively to support teachers in ensuring the required level of rigor is evident in instruction and that expectations for student participation and response methods are clear. Creating exemplars allow for school level, grade level, classroom level, and student level analysis. Teachers use this information along with formative student data and current performance levels when planning instruction, implementing lessons and adjusting daily instruction.

Student Demographics

The school serves approximately 470 students with the following demographics: 18% white, 75% Hispanic, 2% Asian, 1% Black, and 3% at two or more races. Although our attendance rate of 94% is relatively high, and has been consistent, (94.2% in 2010-11, 93.8% in 2011-12, 2012-13) we are targeting all students with poor attendance, especially those students who are low performing. Our Mobility Rate is decreasing and below state average, but 11.6% of our students still fall under this category. We are reaching out to parents and families to improve our attendance and mobility turn over. We are implementing family engagement activities and events to improve participation of families in the student's lives. The total percentage of students on an IEP is 12.5% and the total percentage of students who are English Language Learners (ELL) is 45.5%. The total number of at risk students as identified by students on free and reduced lunch is 85%. The Gifted and Talented population is less than 1%. In January 2017, three classroom teachers (Kindergarten, Second and Fourth) one Instructional Coach, and both Administrators will attend the Great Habits Great Readers training in Morristown, New Jersey. We are excited to implement the strategies from this training as a compliment to the work we are already doing, regarding Get Better Faster and Teach Like a Champion.

UIP Development

Steve Isenhour, Principal, worked on data gathering, prior year targets, current performance and brief description. Tanya Garcia, Assistant Principal, and the Instructional Coaches developed the Major Improvement Strategies and Annual Priorities and Goals. Certified Staff developed the Trend Analysis, Root Causes and Priority Performance Challenges. The Rocky Mountain School Accountability Committee reviewed draft of plan, added input to the Goals, and approved the plan. October 31 & November 1 Administration and Instructional Coaches begin to define potential Major Improvement Strategies, Action

<i>Steps</i>	<i>and</i>	<i>Professional</i>	<i>Development</i>
<i>November 1</i>	<i>Description</i>	<i>and</i>	<i>Prior Year Targets</i>
<i>November 3</i>	<i>Analysis of last year's UIP in order to determine draft PPC and Root Causes</i>		
<i>November 4</i>	<i>Data work on Current Trend and Performance Analysis to confirm PPC, Root Causes, Major Improvement Strategies, and</i>		
<i>Action</i>			<i>Steps</i>
<i>November 9</i>	<i>Entire Staff PD on unpacking the major improvement strategies and action steps</i>		
<i>November 15</i>		<i>SAC/UIP</i>	<i>Meeting</i>
<i>November 16</i>	<i>Whole Staff</i>	<i>Review</i>	<i>of full UIP</i>
<i>November 17-29</i>	<i>Continued revision of</i>	<i>UIP based</i>	<i>on staff feedback</i>
<i>November 29</i>	<i>Review of</i>	<i>UIP with</i>	<i>District personnel</i>

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: The percentage of students in K-3 with significant reading deficiencies according to PALS data, will decrease significantly.
15-16 K 17% 1 25% 2 20% 3 19%

Performance: Our results for Spring 15-16 were K- 21.3% Met goal 1st- 26.2% Met goal 2nd- 10.6% Did not meet 3rd- 8.4% Did not meet

Prior Year Target: The percent of students meeting the grade level identified median growth percentile of 50 on the NWEA MAP Reading assessment will increase by 10% in all grade levels. ****Note Kindergarten students were not given the NWEA MAP assessment in the Fall of 2014 or 2015.

Performance: Our NWEA MAP Reading results for Fall 2015 were: 1st - 21.2% did not meet, 2nd - 5% did not meet, 3rd - 26% met goal, 4th - 16% did not meet, 5th - 22% did not meet

Prior Year Target: The percent of students meeting the grade level identified median growth percentile of 50 on the NWEA MAP Math assessment will increase by 10% in all grade levels. ****Note Kindergarten students were not given the NWEA MAP assessment in the Fall of 2014 or 2015.

Performance: Our NWEA MAP Math results for Fall 2015 were: 1st - 31% did not meet, 2nd - 10% did not meet, 3rd - 26% met goal, 4th - 14% did not meet, 5th - 25% did not meet

Academic Achievement (Status) Reflection

We set a very rigorous goal at 2nd and 3rd grade to decrease the percentage of students not hitting benchmark on PALS in an effort to remove as many students from Read Plans. Our target was to have the following percent of students meet the PALS benchmark on the Spring 2015 assessment:

Although we did not meet our goal in 2nd or 3rd grade, we significantly decreased our number of students (K-3) who are on Read Plans because of the number of students that did meet the PALS benchmark in Kindergarten and 1st grades. Both of these successes occurred because we implemented specific interventions for every student below benchmark in Kindergarten - 2nd grades. Because of the success our students had,

we have implemented a tiered level of interventions for all students not meeting benchmark for the 2016-2017 school in in Kindergarten - 5th grades.

Our achievement goal on NWEA MAP assessment in Reading and Math was to increase the percent of students meeting the identified Median Growth Percentile of 50 by 10%. We set this goal because we felt like it was our best indicator of benchmarking students' progress towards meeting the target on the ELA and Math PARCC assessment given in the Spring. Only our 3rd grade students met the target in Fall 2015. Since the administrative team was new to Rocky Mountain as of July, 2015 we knew there was much work to be done in order to meet our set targets. We found there was not a process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building, and the monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. Given the focus we had in these areas during the 2015-2016 school year, our expectation is that all grade levels will meet this goal during this school year

Performance Indicator: Academic Growth

Prior Year Target: *Students are not making the expected median norm RIT score on the NWEA Reading assessment entering in the fall or leaving in the spring in all grade levels. Our goal is to increase the percent of students meeting their identified RIT score growth target measured from Fall 2014 - Fall 2015 by 10% in each grade level. ****This assessment was not given to kindergarten or 1st grade students in the Fall of either school year. The assessment was given to kindergarten and 1st grade in Winter and Spring of each school year so the data for these grade levels are incomplete.*

Performance: *Percent of students meeting their identified RIT growth projection: Fall 2014 2nd: 34%, 3rd: 52%, 4th: 54%, 5th: 38% Fall 2015 2nd: 42% did not meet, 3rd: 61% did not meet, 4th: 53% did not meet, 5th: 51% met*

Prior Year Target: *Students are not making the expected median norm RIT score on the NWEA Math assessment entering in the fall or leaving in the spring in all grade levels. Our goal is to increase the percent of students meeting their identified RIT score growth target measured from Fall 2014 - Fall 2015 by 10% in each grade level. ****This assessment was not given to kindergarten or 1st grade students in the Fall of either school year. The assessment was given to kindergarten and 1st grade in Winter and Spring of each school year so the data for these grade levels are incomplete.*

Performance: *Percent of students meeting their identified RIT growth projection: Fall 2014 2nd: 38%, 3rd: 42%, 4th: 49%, 5th: 51% Fall 2015 2nd: 38% did not meet, 3rd: 44% did not meet, 4th: 49% did not meet, 5th: 42% did not meet*

Academic Growth Reflection

We only met this goal in 5th grade and were within 1%-2% of meeting the goal in 2nd and 3rd grades. A process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building was not established, and the monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. Given the focus we had in these areas during the 2015-2016 school year, our expectation is that all grade levels will meet this goal this school year.

We did not meet any of the Math goals primarily due to the fact when current administration started at Rocky Mountain Elementary in 2015, we discovered that not all of the teachers had been using district approved curriculum. This, along with a process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building was not established, and the monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. Given the focus we had in these areas during the 2015-2016 school year, our expectation is that all grade levels will meet this goal this school year.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

- We did not receive a School Performance Framework for 2014-15 with disaggregated data. Based on our school-wide data, we knew that our English Language Learners were struggling on ACCESS and were also behind their like aged peers on PALS, MAP, and PARCC. We focused on specific language instruction during this school year in Kindergarten - 5th grades. Although the following is the longitudinal school wide data that guided our decision: 2014, 10% of our students were at Entering, 12% Emerging, 42% Developing, 17% Expanding, 15% Bridging, 4% Reaching. In 2015, 13% Entering, 14% Emerging, 36% Developing, 17% Expanding, 15% Bridging, and 4% Reaching. In 2016, we had 9% Entering, 12% Emerging, 25% Developing, 21% Expanding, 15% Bridging, and 11% Reaching.*

Performance Indicator: Disaggregated Growth

Prior Year Target: ACCESS MGP

Performance: Grade 1 : 56% MGP therefore MET target. Grade 2: 29% MGP therefore did NOT YET meet target. Grade 3: 39% MGP therefore MET school target although still below the state 50% MGP average growth. Grade 4: 82% MGP therefore MET target. Grade 5: 81% MGP therefore MET target.

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: NA

Performance: NA

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Performance Indicator	% of Points Earned on 2013 SPF	% of Points Earned on 2014 SPF	% of Points Earned on 2015 SPF		
Academic Achievement	25%	25%	25%		
Academic Growth	50%	50%	46.20%		
Academic Growth Gaps	50%	50%			
Post-secondary & WF Readiness	N/A	N/A	N/A		
Overall	43.80%	43.80%	37.70%		

Rocky Mountain Elementary received a rating of Priority Improvement. We are in Year 2. Although it appears our overall score has declined, we have aligned and consistent implementation of Common Core Standards and the Adams 12 Units of Study. We also have specific instruction for English Language Learners in place. None of these were consistently implemented, nor was consistent high quality instruction delivered. Most instruction is activity based, and not rigorous. Since new administration arrived, we have implemented common planning time among all grade levels. The principal, administrator, Instructional Coach and the team of teachers plan with data and student work to adjust upcoming instruction. We are conducting formative assessment practice, as well as implement observation/feedback cycles in order to continue to improve our growth and achievement for all of our students.

PARCC/CMAS Data

English Language Arts and Math Historical Performance



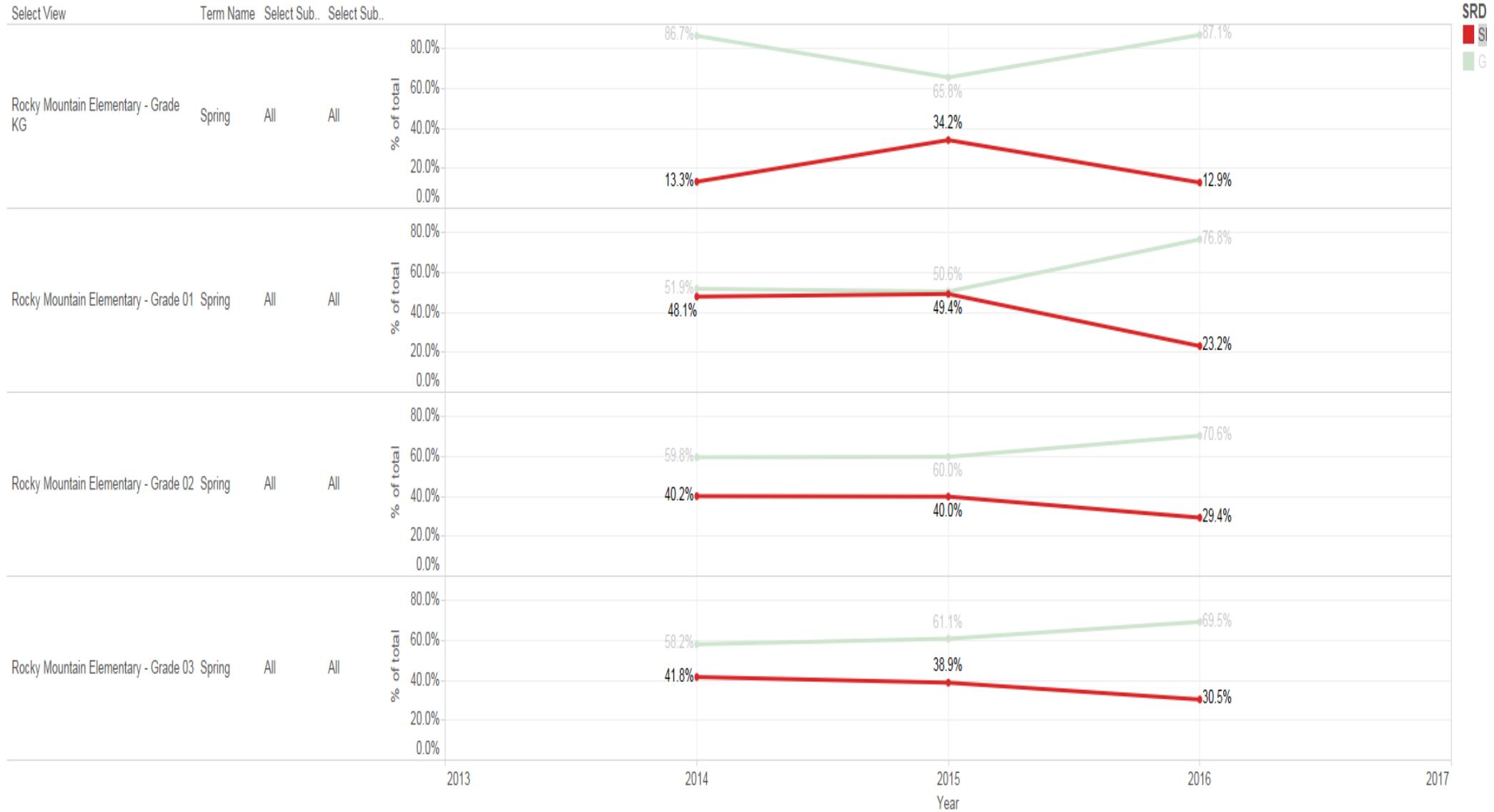
PARCC ELA and Math Growth 2015-16



Although we have minor growth and achievement on PARCC/CMAS, we did not reach Improvement status (according to SPF) because w administration last year, administrators have not had the opportunity to implement consistent process to ensure alignment of standards, expectations, and common research based instructional practices throughout the building. Also, teachers have not developed an under standards and expectations for grade level/content. Teachers knowledge of monitoring of student progress towards mastery of standar questioning and checks for understanding was inconsistent.

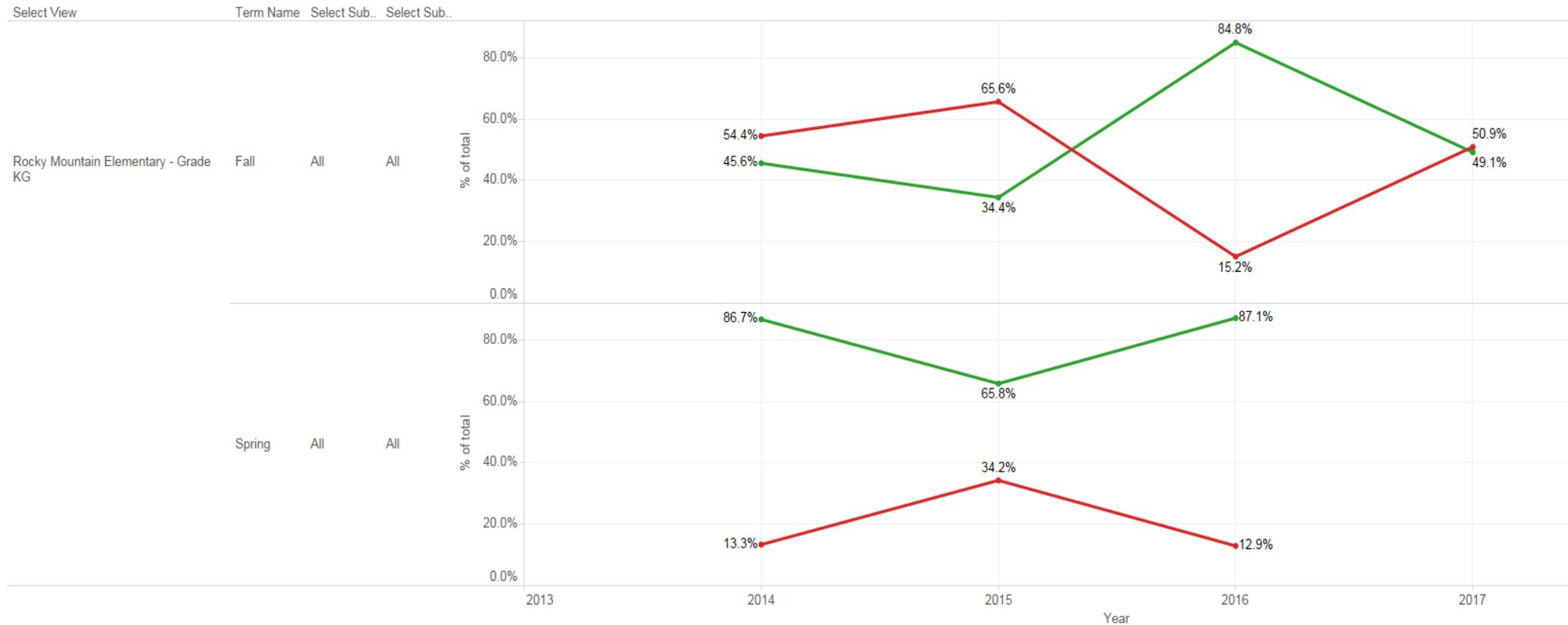
Percent of Students Below Benchmark PALS Spring Score

PALS % Met Benchmark Historical 2014-2016



Rocky Mountain	12-13	13-14	14-15	15-16		
K	10.8	13.3	34.2	12.9		
1	47.1	48.1	49.4	23.2		
2	38.5	40.2	40.0	29.4		
3	43.9	41.8	38.9	30.5		
All	35.2	36.2	40.7	24.6		

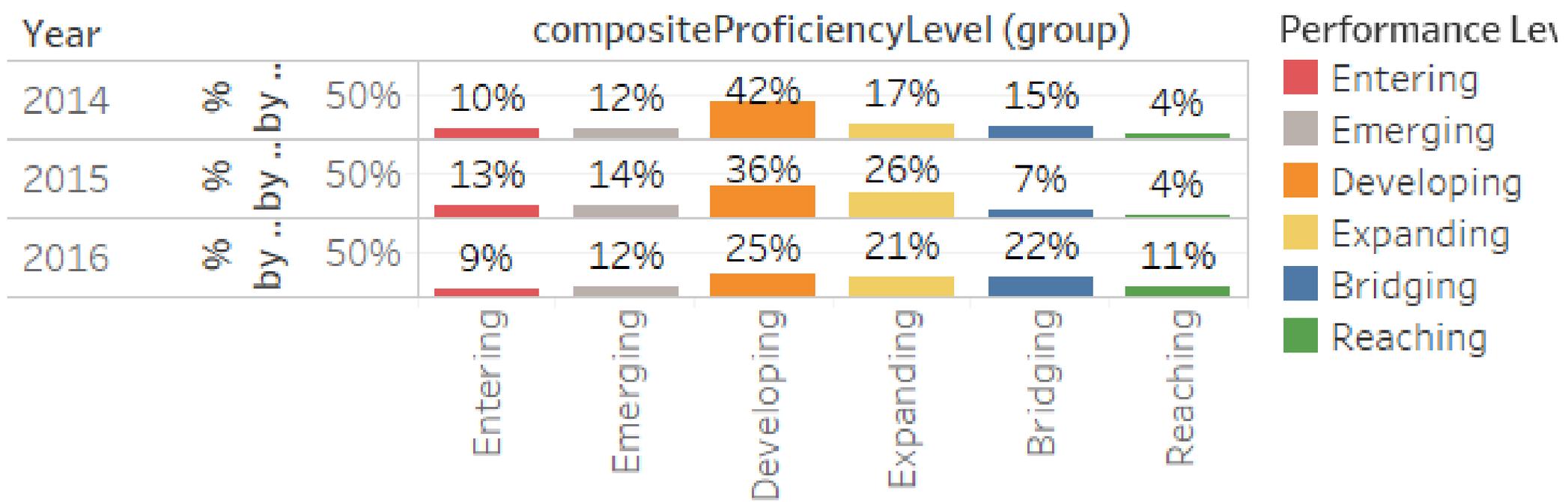
PALS % Met Benchmark Historical 2014-2016



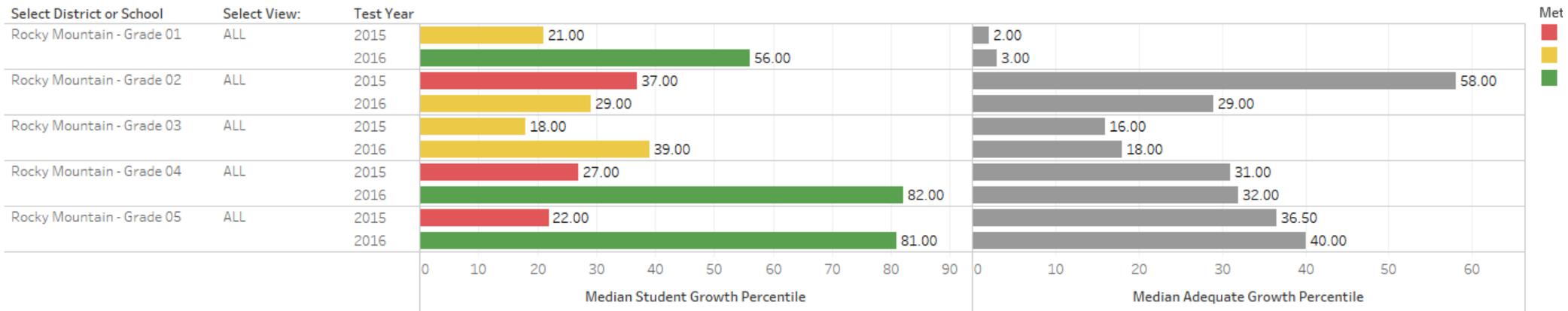
Although we still have a long way to go, the work we started in 2015-16 is showing we are on the right track by having teachers, coaches analyze and understand the academic standards and expectations for their grade level and/or content areas. We specifically targeted tii we could focus interventions on the specific needs of the kids. For example, intervention groups focused specifically on letter sounds v kids were struggling in these areas. Standards and grade level expectations are communicated to students through the use of daily lear implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade English Language Arts; ensuring 75% of selected texts are on grade level. Administration and coaches are providing consistent and tim teachers, identifying bite sized action steps, planning and practicing with the teacher, and following up with a check-in observation to m and growth.

ACCESS Data

Composite (Speaking 15%, Listening 15%, Reading 35%, Writing 35%)



ACCESS Growth



Median of Student Growth Percentile and median of Adequate Growth Percentile for each Test Year broken down by Select District or School and Select View: For pane Median of Student Growth Percentile: Color shows details about Met AGP. The data is filtered on Select District or School (copy), School and Grade. The Select District or School (copy) filter excludes Null. The School filter keeps 52 of 52 members. The Grade filter keeps 12 of 13 members. The view is filtered on Met AGP, Test Year, Select District or School and Select View: The Met AGP filter keeps 6 members. The Test Year filter keeps 2015 and 2016. The Select District or School filter keeps 6 members. The Select View: filter keeps no members.

Our ACCESS Data has significantly improved. During the 2014-15 school year, only 6 students were identified as Fluent English Proficient assessments. During the 2015-16 school year, 43 students Fluent English Proficient out. This occurred due to very specific grouping ar ELL students based on their language level. We had multiple Literacy Support Instructors who used On Our Way to English curriculum, began a conscience effort to implement thoughtful SIOP strategies throughout the day. These strategies included use of visuals, clear L strong emphasis of Speaking, Writing, Reading, and Listening learning objectives.

NWEA MAP Reading Growth Data

Rocky Mountain Elementary

Reading

Grade (Fall 2014)	Growth Count†	Comparison Periods						Growth Evaluated Against						
		Fall 2013			Fall 2014			Growth		School Norms			St	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Projec
KG	0	**			**			**					**	
1	58	138.6	8.5	34	152.4	11.9	8	13.8	1.0	21.9	-2.20	1	58	12
2	55	151.0	10.1	5	156.2	9.5	1	5.2	1.2	13.4	-2.29	1	55	12
3	74	162.0	15.4	2	178.4	16.9	7	16.4	1.0	13.2	1.33	91	74	45
4	59	175.5	17.5	3	186.5	17.6	4	10.9	1.3	9.8	0.60	73	59	32
5	65	185.7	18.5	3	194.7	17.4	4	9.0	1.2	7.3	1.07	86	65	38

Rocky Mountain Elementary

Reading

Grade (Fall 2015)	Growth Count†	Comparison Periods						Growth Evaluated Against						
		Fall 2014			Fall 2015			Growth		School Norms			Stu	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count N Project
KG	0	**			**			**					**	
1	4	*			*			*					*	
2	64	150.6	12.6	4	159.3	14.8	1	8.6	1.3	14.1	-1.52	6	64	22
3	63	157.5	10.4	1	174.4	14.1	2	16.9	1.2	13.6	1.35	91	63	33
4	71	178.4	16.3	7	189.4	13.7	8	11.1	1.1	10.3	0.35	64	71	38
5	58	187.6	17.3	5	193.3	17.6	2	5.7	1.1	7.7	-1.31	10	58	22

Rocky Mountain Elementary

Reading

Grade (Fall 2016)	Growth Count†	Comparison Periods						Growth Evaluated Against						
		Fall 2015			Fall 2016			Growth		School Norms			Stu	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count N Project
KG	0	**			**			**					**	
1	1	*			*			*					*	
2	53	149.6	10.4	2	161.9	15.1	2	12.3	1.5	12.4	-0.03	49	53	22
3	71	159.4	14.8	1	175.1	18.3	2	15.7	1.2	12.3	1.43	92	71	43
4	57	172.6	14.4	1	182.0	18.0	1	9.4	1.7	9.1	0.14	56	57	30
5	74	189.0	14.5	7	197.2	14.7	9	8.2	1.0	6.9	0.83	80	74	38

NWEA MATH Growth Data

Rocky Mountain Elementary

Mathematics

Grade (Fall 2014)	Growth Count†	Comparison Periods						Growth Evaluated Against						
		Fall 2013			Fall 2014			Growth		School Norms			Student	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Me
KG	0	**			**			**					**	
1	57	134.3	11.9	21	155.2	13.5	10	20.9	1.5	25.4	-1.25	11	57	19
2	56	152.0	11.8	3	163.9	11.0	1	11.9	1.5	15.4	-1.04	15	56	21
3	76	168.9	13.9	8	181.1	15.0	6	12.3	0.9	13.4	-0.49	31	76	32
4	59	180.7	13.4	5	190.8	13.4	3	10.2	0.9	10.7	-0.31	38	59	29
5	67	192.6	13.2	6	202.1	13.5	9	9.5	0.9	9.0	0.28	61	67	34

Rocky Mountain Elementary

Mathematics

Grade (Fall 2015)	Growth Count†	Comparison Periods						Growth Evaluated Against						
		Fall 2014			Fall 2015			Growth		School Norms			Student	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Me
KG	0	**			**			**					**	
1	3	*			*			*					*	
2	64	152.5	14.2	4	164.1	11.5	1	11.5	1.4	16.0	-1.32	9	64	24
3	64	164.0	11.6	1	177.4	12.4	1	13.4	1.1	14.1	-0.27	39	64	28
4	72	181.7	12.3	7	192.3	14.4	5	10.6	0.8	11.2	-0.31	38	72	35
5	57	190.7	12.3	3	198.4	15.1	3	7.7	1.0	9.2	-0.86	20	57	24

Rocky Mountain Elementary

Mathematics

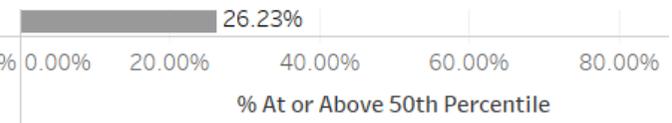
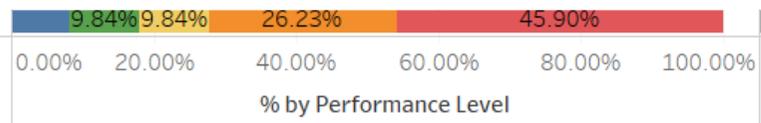
Grade (Fall 2016)	Growth Count†	Comparison Periods									Growth Evaluated Against				
		Fall 2015			Fall 2016			Growth			School Norms			Stud	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Me Projection	
KG	0	**			**			**					**		
1	2	*			*			*					*		
2	50	148.7	13.8	1	168.6	11.6	8	20.0	1.2	14.8	1.55	94	50	41	
3	70	164.4	11.7	1	180.2	12.2	4	15.8	0.9	12.8	1.28	90	70	42	
4	57	175.9	13.5	1	187.3	12.7	1	11.4	1.1	9.8	0.81	79	57	31	
5	75	192.1	14.4	5	202.5	14.7	10	10.4	0.8	8.5	1.12	87	75	38	

NWEA MAP Reading Data

Overall Performance Level

Select View	End Year	Term Na..	Content Area				Reading
Rocky Mountain Elementary- Grade 1	2014	Fall					18.92%
		Winter Spring	15.28%	25.00%	52.78%		
	2015	Fall					21.25%
		Winter Spring	18.52%	29.63%	46.91%		
	2016	Fall					
		Winter Spring	12.12%	13.64%	25.00%	46.88%	25.00%
Rocky Mountain Elementary- Grade 2	2014	Fall					
		Winter Spring	9.89%	13.19%	12.09%	61.54%	19.78%
	2015	Fall					
		Winter Spring	16.22%	18.92%	55.41%		17.57%
	2016	Fall					
		Winter Spring	13.48%	11.24%	14.61%	49.44%	30.34%
Rocky Mountain Elementary- Grade 3	2014	Fall					
		Winter Spring	16.42%	28.36%	38.81%		23.88%
	2015	Fall					
		Winter Spring	16.09%	13.79%	13.79%	50.57%	29.89%
	2016	Fall					
		Winter Spring	15.91%	20.45%	46.59%		27.27%
Rocky Mountain Elementary- Grade 4	2014	Fall					22.86%
		Winter	12.86%	14.29%	18.57%	47.14%	
	2015	Fall					
		Winter	15.49%	15.49%	18.31%	42.25%	25.35%
	2016	Fall					
		Winter Spring	15.79%	29.79%	19.15%	34.04%	34.04%
Rocky Mountain Elementary- Grade 5	2014	Fall					
		Winter	14.29%	16.88%	31.17%	29.87%	31.17%
	2015	Fall					
		Winter	12.50%	21.25%	27.50%	36.25%	28.75%
	2016	Fall					
		Winter Spring	16.05%	23.46%	25.93%	27.16%	34.57%
Rocky Mountain Elementary- Grade KG	2014	Fall					
		Winter	11.59%	34.78%	36.23%		26.09%
	2015	Winter					
		Spring					
2016	Winter						

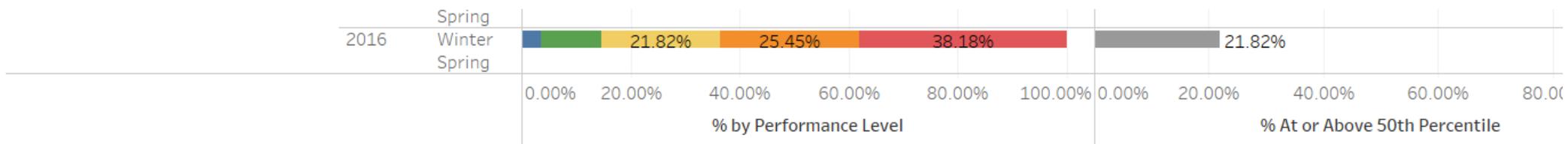
Spring



NWEA MAP Math Data

Overall Performance Level

Select View	End Year	Term Na..	Content Area				Mathematics
Rocky Mountain Elementary- Grade 1	2014	Fall					26.03%
		Winter Spring	13.70%	12.33%	19.18%	50.68%	
	2015	Fall					31.25%
		Winter Spring	11.39%	12.66%	26.58%	44.30%	
	2016	Fall					29.85%
		Winter Spring	12.70%	17.91%	19.40%	41.79%	
Rocky Mountain Elementary- Grade 2	2014	Fall					22.92%
		Winter Spring	9.89%	12.09%	14.29%	57.14%	
	2015	Fall					19.44%
		Winter Spring	13.89%	20.83%	55.56%		
	2016	Fall					25.84%
		Winter Spring	15.73%	12.36%	28.09%	38.20%	
Rocky Mountain Elementary- Grade 3	2014	Fall					25.37%
		Winter Spring	11.94%	16.42%	20.90%	46.27%	
	2015	Fall					28.09%
		Winter Spring	11.54%	11.54%	25.84%	43.82%	
	2016	Fall					20.48%
		Winter Spring	9.64%	14.46%	26.51%	44.58%	
Rocky Mountain Elementary- Grade 4	2014	Fall					28.99%
		Winter	13.04%	14.49%	23.19%	44.93%	
	2015	Fall					15.49%
		Winter Spring	28.17%	53.52%			
	2016	Fall					26.37%
		Winter Spring	12.77%	14.89%	26.60%	39.36%	
Rocky Mountain Elementary- Grade 5	2014	Fall					28.40%
		Winter	22.50%	23.75%	40.00%		
	2015	Fall					27.50%
		Winter	15.00%	12.50%	21.25%	46.25%	
	2016	Fall					25.30%
		Winter Spring	26.51%	19.28%	39.76%		
Rocky Mountain Elementary- Grade KG	2014	Fall					30.43%
		Winter	11.59%	11.59%	17.39%	18.84%	40.58%
	2015	Winter					



NWEA Data

The overall percentage of students who met the projected growth as identified on NWEA/MAP Reading assessment was 69.46% for grades 1-5 fall, a substantial increase over the spring of 2015 (57.7%) we acknowledge it is too low and are working towards 80% of our students meeting their projected growth for 2017.

Course Participation

The chart "Percent of Students with Course Participation Data" on the District report within CEDAR identifies that out of the total enrolled as of the end of the school year, 85% of the students had course participation data available. Given that course participation data is available for less than 85% of students in the district there is a gap in this data. We are relying solely on this data for our analysis of course participation and at this time no further analysis of this data would be beneficial.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

 Rocky Mountain Elementary students in 4th and 5th grade are not showing enough growth on the ELA PARCC assessment. Our students should be performing at the 50th percentile or higher. Because there was a change from TCAP to PARCC last school year, we do not have growth data for the 2014 - 2015 school year. In 2015-2016, Our students scored at the 43.5 percentile for growth on the ELA PARCC and received a rating of Approaching. In 2014, when students took TCAP assessment their academic growth was also significantly below the state average in Reading and Writing and we received a rating of Approaching. This is a notable trend because our performance is significantly below the state average.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

 Prior to 2015-16, our At Risk English Language Learners Non English Proficient and Limited English Proficient students were not receiving targeted Language instruction, nor the adequate amount of time for proper instruction. Our school focused to improve in the area of collaboration among grade level teachers and vertical team collaboration. Our professional development was designed to include protocols on how to work together to produce quality lessons and units. The result is a significant increase in our MGP for At Risk ELL students. ACCESS 2015 Access: Overall School Growth: MGP 25, 1st grade: MGP 21, 2nd grade: MGP 37, 3rd grade: MGP 18, 4th: MGP 27, 5th MGP 22, 2016 Access: Overall School Growth: MGP 63, 1st grade: MGP 56, 2nd grade: MGP 29, 3rd grade: MGP 39, 4th grade: MGP 39

MGP 82, 5th grade: MGP 81. This is a notable trend because we exceeded the state median growth percentile of 50.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **English Language Development and Attainment***

 2013-2014 TCAP Math Achievement Data did not indicate any growth gaps for our recipient groups and we did not receive a School Performance for the 2014-2015 school year. In the 2015-2016 school year our entire population of 3rd, 4th, and 5th graders scored at the average RIT Scale score 709.8 on Math PARCC and our students and our Students with Disabilities scored at the average RIT Scale score 688.2 on Math PARCC. Although we don't have trend data, this is a notable trend because it is significantly below the state performance average.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***

 2013-2014 CMAS Science did not indicate any growth gaps for any of our recipient groups and we did not receive a School Performance for the 2014-2015 school year. In the 2015-2016 school year our 5th graders scored at the average Scale score of 519.4 on CMAS Science. Our ELL students scored an average Scale score of 505.6, our Students that are eligible for free and reduced lunch scored an average Scale score of 498.7, our minority students scored at the average Scale score 502.1, and our Students with Disabilities scored at the average Scale score 442.8. Although we don't have trend data, this is a notable trend because it is significantly below the state performance average.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Achievement***

 We have not shown any significant growth gaps for any of our recipient groups in English Language Art the past few years. PARCC ELA MGP 2016 All 4th and 5th Students 43.5 ELL 44 F&R 43.5 Minority 48 Overall Rating- Approaching We didn't receive a School Performance Framework in 2015 2014 All 4th and 5th Students 45 ELL 47 F&R 44 Minority 47 Overall Rating - Approaching 2013 All 4th and 5th Students 53 ELL 52 F&R 53 Minority 53

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***

 We did not show any significant growth gaps for our recipient groups on PARCC Math MGP in 2015-2016. 2016 Math PARCC: 4th and 5th All Students Math 42.5, ELL 42nd, F&R 42.5, Minority 40th. We did not receive a School Performance Framework in 2015. In 2014, our students with disabilities scored well below our All Students and other recipient groups at the 30 percentile, 4th and 5th All Students Math 42, ELL 43, F&R 42, and Minority 47 This is a notable trend because our growth is significantly below the state average.

*Trend Direction: **Decreasing then increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Disaggregated Growth***



Rocky Mountain Elementary students in 3rd, 4th, and 5th grade are performing significantly below the state average in Reading. State testing shows the following performance levels: 2013-2014 TCAP Reading Results: 3rd - 35% P&A, 4th - 36% P&A, 5th - 44% P&A. 2014 - 2015 PARCC ELA Results: 3rd - 7.78% Meets and Exceeds, 4th - 11.5% Meets and Exceeds, 5th 11.5% Meets and Exceeds. 2015-2016 PARCC ELA Results: 3rd - 7.5% Meets and Exceeds, 4th - 20.65% Meets and Exceeds, 5th - 11.9% Meets and Exceeds. Achievement has remained fairly stable in 2015 and 2016 as students have taken the PARCC assessment in English Language Arts with the exception of a slight increase in 4th grade in 2016. Our performance in 3rd, 4th, and 5th is still significantly below the state average. In 2014, when students took TCAP assessment their academic achievement was also significantly below the state average in Reading and Writing. This is a notable trend because our performance is significantly below the state average. In addition to state level assessments, Rocky Mountain's K-2 grade students have experienced an academic achievement pattern that shows the students trending downwards and then increasing. In Spring 2014, the following percent of students met or exceeded the end of year benchmark: K - 86.7%, 1st - 51.9%, 2nd - 59%, in Spring 2015: K - 65.8%, 1st - 50%, 2nd- 60%, in Spring 2016: K: 87.1%, 1st: 76%, 2nd - 70.6%. Although, our 2016 PALS data is trending in the right direction, we want to see multiple years of trend data. NWEA Map assessment was also given to benchmark where students were performing in Reading. The following percent of students met the grade level Median Growth Percentile of 50 in Fall 2014: 1st - 18.9%, 2nd - 15%, 3rd - 12%, 4th - 22.8%, 5th - 29%, in Fall 2015: 1st - 21.2%, 2nd - 5%, 3rd - 26%, 4th - 16%, 5th - 22%, In Fall 2016: 2nd: 29.2%, 3rd: 39.1%, 4th: 19.4%, 5th: 43.7% (we did not have reliable data for 1st grade in 2016). We have seen some increases and some decreases in our MAP Reading data so we are identifying the trend as stable since it has varied.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Rocky Mountain Elementary students in 3rd, 4th, and 5th grade are performing significantly below the state average in Math. State testing shows the following performance levels: 2013-2014 TCAP Math Results: 3rd - 45% P&A, 4th - 42% P&A, 5th - 41% P&A. 2014 - 2015 PARCC Results: 3rd - 18.6% Meets and Exceeds, 4th - 10.1% Meets and Exceeds, 5th 7.6% Meets and Exceeds. 2015-2016 PARCC Math Results: 3rd - 7.4% Meets and Exceeds, 4th - 13.8% Meets and Exceeds, 5th - 8.3% Meets and Exceeds. Because our data is not consistent from grade level to grade level or year to year, but falls significantly below the State benchmark, we noted our performance as stable. On NWEA Math assessment, the following percent of students met the grade level Median Growth Percentile of 50 in Fall 2014: 1st - 26%, 2nd - 22.9%, 3rd - 10%, 4th - 21%, 5th - 28.4%, in Fall 2015: 1st - 31%, 2nd - 10%, 3rd - 26%, 4th - 14%, 5th - 25%, in Fall 2016: 3rd - 11.7%, 4th - 4.5%, 5th - 9.3%. Our NWEA Map assessment shows a trend down in achievement which is significantly below the Normed performance level for the assessment.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Rocky Mountain Elementary 5th grade are performing significantly below the state average in Science. State testing shows the following performance levels: 2013-2014 CMAS 5th grade Science results: 10% Meets and Exceeds, 2014-2015 CMAS 5th grade Science results: 5% Meets and Exceeds, 2015 - 2016 CMAS 5th grades Science results: 7.4% Meets and Exceeds. There are not a significant trend direction in our data, however it is notable because it is significantly below the state average.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Rocky Mountain Elementary students in 4th and 5th grade are not showing enough growth on the Math PARCC assessment. Our students should be performing at the 50th percentile or higher. Because there was a change from TCAP to PARCC last school year, we do not have growth data for the 2014 - 2015 school year. In 2015-2016, Our students scored at the 42.5 percentile for growth on the Math PARCC and received a rating of Approaching. In 2014, when students took TCAP assessment their academic growth was also significantly below the state average in Math and we received a rating of Approaching. This is a notable trend because our performance is significantly below the state average.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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: 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges

Academic Achievement English Language Arts



Root Cause

Observation and feedback
Standards
Student Engagement
Common Planning



Academic Growth English Language Arts



Observation and feedback
Standards
Student Engagement
Common Planning

English Language Development and Attainment



Observation and feedback
Standards
Student Engagement
Common Planning





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

85% of our student population is Free & Reduced, and 46% are second language learners. We are very aware the majority of our students and the above Priority Performance Challenges pertain to these disaggregated groups, as well as all students at Rocky Mountain Elementary. Almost 25% of our K-3rd graders are showing they have a Significant Reading Deficiency and have been placed on a READ Plan. Our data, however is showing a substantial decline. In 2014-15, our overall percentage of SRD was 40.7%. After implementing the specific interventions needed for each student on READ Plans, our overall 15-16 data for SRD is 24.6%. We must continue our specific work in ELA and we firmly believe this work, along with the observation/feedback cycles recently started, will lead to increased growth and achievement on PALS, NWEA and PARCC/CMAS.

The overall percentage of students who met the projected growth as identified on NWEA/MAP Reading assessment was 69.46% for grades 1-5 fall to spring. Although this is a substantial increase over the spring of 2015 (57.7%) we acknowledge it is too low and are working towards 80% of our students meeting their projected growth spring of 2017.

Since we only have shown one year of increased achievement for our English Language Learners as demonstrated on ACCESS, we know we need to continue the work with our staff and students to continue to show growth in this area.

Provide a rationale for how these Root Causes were selected and verified:

Our building leadership team reviewed our data that is provided in the data narrative in this document, our professional development plan from previous years, and the Colorado Turnaround Network rubric provided to us by our school's Executive Director. As a team, we identified indicators on the rubric that were not fully implemented at Rocky Mountain Elementary and aligned those with our school trend data. The team then presented the draft root cause statements with their grade level/content teams gather additional insight and feedback from the rest of the Rocky Mountain Staff. The team then revised the statements to ensure alignment to the data and began drafting Major Improvement Strategies to address the root causes.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, 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. 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.

Priority Performance Challenge : Academic Achievement English Language Arts

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	% of students meeting or exceeding PARCC ELA 3rd: 18% 4th: 30% 5th: 22% % of students meeting the Spring 2017 PALS benchmark: K: 90% 1st: 80% 2nd: 80% 3rd: 75% % of students meeting the NWEA RIT median growth of 50 in the Spring of 2017 1st: 25% 2nd: 25% 3rd: 15% 4th: 30% 5th: 21%
	2017-2018:	% of students meeting or exceeding PARCC ELA 3rd: 23% 4th: 23% 5th: 35% % of students meeting the Spring 2017 PALS benchmark: K: 90% 1st: 85% 2nd: 85% 3rd: 85% % of students meeting the NWEA RIT median growth of 50 in the Spring of 2017 1st: 30% 2nd: 30% 3rd: 30% 4th: 20% 5th: 35%
Interim Measures for 2016-2017:		PALS Kindergarten - 3rd grades Fall, Winter, and Spring PALS Plus - 4th and 5th grades Fall, Winter, and Spring NWEA Reading MAP Assessment, 1st - 5th grades Fall, Winter, Spring NWEA Reading MAP Assessment Kindergarten Winter and Spring Foundational Reading Assessments connected to grade level interventions every six weeks beginning in October

Priority Performance Challenge : Academic Growth English Language Arts

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	ELA PARRC Median Growth: 50th percentile or higher NWEA Reading MAP Assessment % of students meeting their individual growth projection by Spring 2017: Kindergarten: 35% 1st: 40% 2nd: 40% 3rd: 47% 4th: 65% 5th: 58%
	2017-2018:	ELA PARRC Median Growth: 50th percentile or higher NWEA Reading MAP Assessment % of students meeting their individual growth projection by Spring 2017: Kindergarten: 40% 1st: 40% 2nd: 45% 3rd: 52% 4th: 57% 5th: 62%
Interim Measures for 2016-2017:		PALS Kindergarten - 3rd grades Fall, Winter, and Spring PALS Plus - 4th and 5th grades Fall, Winter, and Spring NWEA Reading MAP Assessment, 1st - 5th grades Fall, Winter, Spring NWEA Reading MAP Assessment Kindergarten Winter and Spring Foundational Reading Assessments connected to grade level interventions every six weeks beginning in October

Priority Performance Challenge : English Language Development and Attainment

Performance Indicator:		English Language Development and Attainment
Measures / Metrics:		ACCESS Growth (AMAO 1)
Annual Performance Targets	2016-2017:	ACCESS Growth: 50th Percentile or higher
	2017-2018:	ACCESS Growth: 50th Percentile or higher
Interim Measures for 2016-2017:		- Quarterly Writing Samples scored on the WIDA Writing Rubric - On Our Way to English

Interim Assessments in Speaking and Listening at the end of each unit - K-3 PALS in Fall, Winter, Spring - 4th - 5th PALS Plus in Fall, Winter and Spring

Planning Form

Major Improvement Strategy Name:

Observation Feedback

Major Improvement Strategy Description:

Administrators will create and utilize a school created observation tool modeled from Relay's Observation Feedback Tool to provide consistent and timely feedback to teachers, identify bite sized action steps, plan and practice with the teacher, and follow up with a check-in observation to monitor implementation and growth.

Associated Root Causes:

Observation and feedback: A structure for observation and evaluation cycles that provide teachers with consistent feedback that is focused and actionable has not been implemented. (Administrators)

Common Planning: Common planning periods to discuss instructional strategies, analyze student work, develop curricular resources and use data to adjust instruction were not implemented. (Administrators, Teachers)

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Observation and feedback Professional Development	Administrators will attend ongoing Professional Development throughout the year during Principal and Assistant Principal meetings focused	09/01/2016 05/26/2017	Adams 12 Five Star Schools	Principal and Assistant Principal	In Progress	This School Year

	on observation and feedback					
Implement observation feedback process	Feedback cycles will begin with teachers and on a consistent basis	09/01/2016 05/26/2017	Observation feedback schedule and feedback tool	All certified staff	In Progress	This School Year
Relay Observation feedback training	Administrators and Instructional Coaches will attend a one day observation feedback training.	09/09/2016 09/09/2016	Relay	Principal, Assistant Principal, Instructional Coaches	Complete	This School Year
Communicate observation and feedback process with staff	Administrators will communicate the process that will be used in providing staff with actionable bite-sized feedback	11/09/2016 11/09/2016	Feedback tool	All certified staff	Complete	This School Year
Create observation feedback schedule and observation tracker	A schedule and implementation tracker will be developed	11/14/2016 11/28/2016		Principal and Assistant Principal	In Progress	This School Year
Determining professional development needs	Observation feedback tracker will be used to determine next steps for building professional development	11/16/2016 05/26/2017		Principal, Assistant Principal and Instructional Coaches	Not Started	This School Year

Implementation Benchmark Associated with MIS

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Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Relay Observation feedback training,	Attendance at one day Relay Training	Administrators and Instructional Coaches will attend one day Relay observation feedback training	09/09/2016 09/09/2016	Administrators and Instructional Coaches	Met	This School Year
Determining professional development needs,	Observation Feedback cycles will be implemented	Administrators will begin using strategies learned during Relay training and begin providing teachers with feedback. Instructional Coaches will use a modified non-evaluative feedback model that supports teachers in implementing action steps provided by administrators.	09/09/2016 05/26/2017 Monthly	Administrators and Instructional Coaches	Partially Met	This School Year
Create observation feedback schedule and observation tracker,	Observation feedback schedule	Observation feedback schedule and tracker will be created	11/14/2016 11/18/2016	Administrators	Partially Met	This School Year
Determining professional development	Implementation of action steps	50% of teachers will implement their action step	11/16/2016 12/16/2016 Monthly	Administrators and teachers	Partially Met	This School Year

needs,		developed within the observation feedback cycle within two observations. All action steps are aligned to either a management or rigor trajectory.				
Determining professional development needs,	Observation feedback cycles	100% of teachers will have completed the observation feedback cycle two times	11/16/2016 12/16/2016	Administrators and teachers	Not Met	This School Year
Determining professional development needs,	Analyze observation feedback tracker	Analyze observation feedback tracker to determine professional development needs	11/16/2016 05/27/2016 Quarterly	Administrators and Instructional Coaches	Not Met	This School Year
	Implementation of action steps	70% of teachers will implement their action step developed within the observation feedback cycle with two observations. All action steps are aligned to either a management or rigor trajectory.	12/16/2016 03/17/2017 Monthly	Administrators and teachers	Not Met	This School Year
Implement observation feedback process,	Observation feedback cycles	100% of teachers will continue to complete observation feedback cycles,	12/16/2016 05/26/2017 Monthly	Administrators and teachers	Not Met	This School Year

in addition, teachers requiring extra support will be observed more frequently, at a rate of 2-4 times monthly.

Implement observation feedback process,	Implementation of action steps	100% of teachers will implement their action step within two observations. All action steps are aligned to either a management or rigor trajectory.	03/27/2017 05/26/2017 Monthly	Administrators and teachers	Not Met	This School Year
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Major Improvement Strategy Name:

Data Driven Planning and Instruction

Major Improvement Strategy Description:

Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. Standards and grade level expectations are communicated to students through the use of daily learning targets. Teachers implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade level standards in English Language Arts; ensuring 75% of selected texts are on grade level. The school implements a system of explicitly planned questioning strategies and formative assessments that align with standards, curriculum, daily learning targets, and pacing through the work of collaborative teacher teams. Questions and exemplars are developed collaboratively to support teachers in ensuring the required level of rigor is evident in instruction and that expectations for student participation and response methods are clear. Creating exemplars allow for school level, grade level, classroom level, and student level analysis. Teachers use this information along with formative student data and current performance levels when planning instruction, implementing lessons and adjusting daily instruction.

Associated Root Causes:

Standards: A process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building was not established. (Administrators) An understanding of academic standards and expectations for grade level/content was limited. (Teachers) The monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. (Teachers)

Student Engagement: Structures that support students in engaging behaviorally and cognitively 90% of instructional time were not consistently implemented. (Teachers)

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Learning Targets	Grade level teams will create a calendar of learning targets for each grade level for ELA Units	08/15/2016 05/26/2017		Teachers and Instructional Coaches	In Progress	This School Year
Professional Development Cycle 1	Facilitate professional development focused on types of questions and practice writing various types and levels of questions.	10/19/2016 11/16/2016	Literacy Consultant	All certified staff	Complete	This School Year
Walkthrough Tool	Create a walkthrough tool that focuses on implementation of learning targets and exemplars, student	11/01/2016 11/16/2016	Created Tool	Administrators	Complete	This School Year

	engagement structures, scripted questions aligned to the learning target, and formative assessments.					
Professional Development Cycle 2	Facilitate professional development sessions focused on scripting questions, creating multiple opportunities for formative assessment, creating exemplar students responses aligned to the learning target, and student engagement structures.	11/28/2016 12/16/2016	Literacy Consultant	All certified staff	Not Started	This School Year
Professional Development Cycle 3	Facilitate professional development around creating exemplar student responses to scripted questions.	01/03/2017 03/17/2017	Literacy Consultant	All certified staff	Not Started	This School Year
Professional Development Cycle 4	Facilitate professional development around identifying student errors/misconceptions and next steps when	03/27/2017 05/26/2017	Literacy Consultant	All certified staff	Not Started	This School Year

students demonstrate
a misconception

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Walkthrough Tool, Learning Targets, Professional Development Cycle 1, Professional Development Cycle 2,	Learning targets	100% of teachers can articulate the building expectations for learning targets and learning targets are clearly posted during instruction. Learning targets should be data-driven (rooted in what students need to learn based on analysis of assessment results), curriculum planned, and able to be accomplished in one lesson.	08/15/2016 11/16/2016	Teachers	Met	This School Year
Walkthrough Tool, Learning Targets, Professional Development Cycle 1,	Teacher created exemplars	50% of lessons include a teacher created exemplar or anchor chart aligned to the standards based learning target in ELA.	08/15/2016 11/16/2016	Teachers	Met	This School Year

Walkthrough Tool, Learning Targets, Professional Development Cycle 1,	Formative assessments (questioning) aligned to LT	50% of ELA units will include scripted questions aligned to the learning target, checking for understanding, and formative assessments that are collaboratively developed by teacher teams and supported by instructional coaches.	08/15/2016 11/16/2016	Teachers	Partially Met	This School Year
Walkthrough Tool, Professional Development Cycle 1, Learning Targets,	Student response exemplars/Student Engagement structures	50% of teachers select the 1-2 highest leverage scripted question aligned to the learning target and create a student response exemplar to be implemented during the reading focus lesson. 50% of reading focus lessons include a planned engagement structure for student engagement and response.	11/16/2016 12/16/2016	Teachers	Not Met	This School Year
Walkthrough	Teacher created	75% of reading	11/16/2016	Teachers	Not Met	This School Year

Tool, Learning Targets, Professional Development Cycle 2,	exemplars	focus lessons include a teacher created exemplar or anchor chart aligned to the standards based learning target in ELA.	12/16/2016			
Walkthrough Tool, Learning Targets, Professional Development Cycle 2,	Formative assessments (questioning) aligned to the LT	75% of ELA units will include scripted questions aligned to the learning target, checking for understanding, and formative assessments that are collaboratively developed by teacher teams and supported by instructional coaches.	11/16/2016 12/16/2016	Teachers	Not Met	This School Year
Walkthrough Tool, Professional Development Cycle 2,	Student response exemplars/student engagement structures	75% of teachers select the 1-2 highest leverage scripted question aligned to the learning target and create a student response exemplar to be implemented during the reading focus lesson. 75% of reading focus	12/16/2016 03/17/2016	Teachers	Not Met	This School Year

		lessons include a planned engagement structure for student engagement and response.				
Walkthrough Tool, Learning Targets, Professional Development Cycle 3,	Teacher created exemplars	85% of reading focus lessons include a teacher created exemplar or anchor chart aligned to the standards based learning target	12/16/2016 03/17/2017	Teachers	Not Met	This School Year
Walkthrough Tool, Learning Targets, Professional Development Cycle 3,	Formative assessments (questioning) aligned to the LT	85% of ELA units will include scripted questions aligned to the learning target, checking for understanding, and formative assessments that are collaboratively developed by teacher teams and supported by instructional coaches.	12/16/2016 03/17/2016	Teachers	Not Met	This School Year
Walkthrough Tool, Professional Development Cycle 3, Learning Targets,	Student response exemplars/student engagement structures	90% of teachers select the 1-2 highest leverage scripted question aligned to the learning target and create a	03/27/2017 05/27/2016	Teachers	Not Met	This School Year

		student response exemplar to be implemented during the reading focus lesson. 90% of reading focus lessons include a planned engagement structure for student engagement and response.				
Walkthrough Tool, Learning Targets, Professional Development Cycle 4,	Teacher created exemplar aligned to the learning target	90% of reading focus lessons include a teacher created exemplar or anchor chart aligned to the standards based learning target	03/27/2017 05/26/2017	Teachers	Not Met	This School Year
Walkthrough Tool, Learning Targets, Professional Development Cycle 4,	Formative assessment (questioning) aligned to the LT and student misconceptions	90% of ELA units will include scripted questions aligned to the learning target, checking for understanding, and formative assessments that are collaboratively developed by teacher teams and supported by instructional coaches. And,	03/27/2017 05/26/2017	Teachers	Not Met	This School Year

50% of teachers
will identify the
1-2 most likely
misconceptions
and will plan a
response or
re-teach to
address the
misconceptions

Addenda

Attachments List