

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

Organization Code: 0900      District Name: DOUGLAS COUNTY RE 1 School Code: 0265      School Name: CLEAR SKY ELEMENTARY      Official 2014 SPF: 3 Year

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

Based on data analysis CSE's priorities are:

1. Improve academic growth for students with disabilities in math.
2. Improve academic growth for English language learners in math.
3. Improved achievement for all students in math

##### Why is the school continuing to have these problems?

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

1. Our team has determined that there is not enough targeted instruction to the specific needs of students with IEPs and English Language learners in the area of mathematics. The lack of a systematic approach to addressing students' needs is also a concern. The team has also determined that lack of communication between colleagues is a contributing factor.
2. Our team has determined that we are focusing too much on low level skills on our instruction of mathematics and not the application of those skills to real world problems.
3. Our team has determined that we are not using data adequately to determine the specific needs of students in mathematics.

**What action is the school taking to eliminate these challenges?**

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

1. Clustering of identified students in classrooms and professional development around working with their targeted group of learners
2. Professional development in effective strategies for teaching mathematics

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

**Pre-Populated Report for the School**

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <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>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<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.

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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 and Planning 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 supports 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.

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## Section II: Improvement Plan Information

### Additional Information about the School

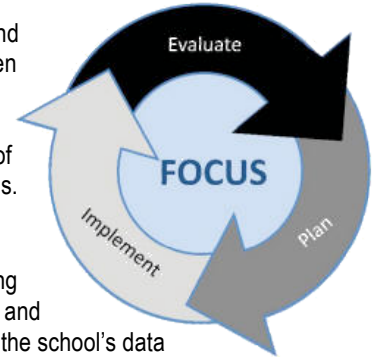
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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 and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
30 3	Name and Title	Kellie Roe – Principal
	Email	<a href="mailto:Kellie.roe@dcsdk12.org">Kellie.roe@dcsdk12.org</a>
	Phone	303-387-5900
	Mailing Address	1470 Clear Sky Way Castle Rock CO 80109
2	Name and Title	Katie Berry – Assistant Principal
	Email	<a href="mailto:Katie.berry@dcsdk12.org">Katie.berry@dcsdk12.org</a>
	Phone	303-387-5900
	Mailing Address	1470 Clear Sky Way Castle Rock CO 80109

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### Section III: Narrative on Data Analysis and Root Cause Identification

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



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

#### Data Narrative for School

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

<p><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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><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 strategy(s) is encouraged.</p>
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**Narrative:**  
Clear Sky Elementary is a neighborhood school in Castle Rock. Clear Sky has approximately 815 students. Of those students 12% have an IEP. Approximately 6% of the population receives ELL services and 16% of our students qualify for free or reduced lunch. In order to analyze our data and identify targeted areas of strength and for improvement, we formed a team of teachers and administrators to objectively look at data from previous years. We analyzed our 1-year and 3-year data in order to formulate a plan that is in the best interest of our students.

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## **Review Current Performance:**

Currently, CSE meets expectations in overall academic performance, overall academic growth, and overall growth gaps other than mathematics where we are approaching. Upon analysis of subgroup performance, interesting trends emerge.

Based on 3 years of CSAP data :

- Clear Sky Elementary's trend in reading performance has been consistent going from 78% to 81% to 80% of students scoring proficient or advanced.
  - CSE's trend in writing has been improving, going from 60% then to 64% to 68%.
  - CSE's trend in math has been increasing. The number of students proficient or advanced went from 73% to 77% to 79%.
  - CSE is maintaining strong reading growth increases. Median Growth Percentile has gone from 56 to 57 to 54.
  - CSE is making strong growth in the area of writing. Median Growth Percentile has gone from 55 to 69 back to 55 - Students with disabilities have also demonstrated inconsistent growth in writing going from the 42 to 68 to 60 percentile
  - Students that qualify for free and reduced lunch have shown varied growth in writing going from 45 to 64 to 50 percentile.
  - Students with disabilities have demonstrated a varying growth in reading over the last 3 years going from the 50 to 45 to 50 percentile.
- Mathematics growth gaps are the area in which Clear Sky needs to focus as we didn't meet expectations overall. Our students qualifying for free or reduced lunch has gone from 36 to 46 to 40th percentile. Minority students have gone from 58 to 50 to 42nd percentile. Students with disabilities have gone from 42 to 41 to 51st percentile. Our English Language learners have gone from 58 to 37th percentile.

When looking at current PARCC Data CSE performed as well as or better than the state and the district in 3<sup>rd</sup> grade Reading and writing, 4<sup>th</sup> grade reading and writing, and 5<sup>th</sup> grade writing.

We scored better than the state but not as well as the district in 3<sup>rd</sup> grade math, 4<sup>th</sup> grade math, 5<sup>th</sup> grade reading and math, and 6<sup>th</sup> grade reading, writing, and math.

According to PARCC math is the area where we are currently scoring the lowest.

## **Trend Analysis:**

As a school, Clear Sky Elementary has positive trends in reading achievement. Due to early intervention, reading recovery, focused instruction, common assessments, and inter-rater reliability, our reading data has had steady growth and high achievement. We also have implemented a variety of assessments that are used with fidelity and as formative tools. Each classroom teacher at Clear Sky has been trained in LIFT, which is the framework in which we teach reading. Despite these successes, our students with disabilities have seen inconsistent growth scores over the past 4 years. The current year is with a new assessment so the data is difficult to compare.

<b>Reading</b>	<b>2011-20112</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Reading Achievement (P&amp;A)</b>	<b>78%</b>	<b>81%</b>	<b>80%</b>
<b>Reading Growth</b>	<b>56<sup>th</sup> percentile</b>	<b>57<sup>th</sup> percentile</b>	<b>54<sup>th</sup> percentile</b>

As a school, Clear Sky Elementary has consistent trends in mathematics. Mathematics performance has grown each year. Growth in mathematics has been inconsistent. As described above however, our academic growth gaps in mathematics “is not meet expectations” in all areas.

<b>Mathematics</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Math Achievement (P&amp;A)</b>	<b>73%</b>	<b>77%</b>	<b>79%</b>
<b>Math Growth</b>	<b>51<sup>st</sup> percentile</b>	<b>49<sup>th</sup> percentile</b>	<b>50<sup>th</sup> percentile</b>
<b>Students with Disabilities - Growth</b>	<b>42<sup>nd</sup> percentile</b>	<b>41<sup>st</sup> percentile</b>	<b>51<sup>st</sup> percentile</b>

<b>Writing</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Writing Achievement</b>	<b>60%</b>	<b>64%</b>	<b>68%</b>



<b>(P&amp;A)</b>			
<b>Writing Growth</b>	<b>55<sup>th</sup> percentile</b>	<b>69<sup>th</sup> percentile</b>	<b>55th percentile</b>
<b>Students with Disabilities - Growth</b>	<b>42<sup>nd</sup> percentile</b>	<b>68<sup>th</sup> percentile</b>	<b>60th percentile</b>

As a school, Clear Sky Elementary has seen increases in writing achievement. Writing growth has also remained strong.

***Priority Performance Challenges:***

**Based on data analysis CSE's priorities are:**

4. **Improve academic growth for students with disabilities in math.**
5. **Improve academic growth for English language learners in math.**
6. **Improve academic growth for free/reduced lunch eligible students in math.**

***Root Cause Analysis:***

4. Our team has determined that there is not enough targeted instruction to the specific needs of students with IEPs in the area of mathematics. The lack of a systematic approach to addressing students' needs is also a concern. The team has also determined that lack of communication between colleagues is a contributing factor.
5. Our team has determined that there is not enough targeted instruction to the specific needs of English Learners in the area of mathematics. The lack of classroom teacher knowledge about how to best

meet the needs of their English Language Learners is also a concern. The team has also determined that lack of communication between colleagues is a contributing factor.

6. Our team has determined that we are not using data adequately to determine the specific needs of students in mathematics.

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	75% of learners in each grade level K-2 will be at or above benchmark with their DRA Scores	75% of our k-2 students were at or above grade level on their DRA assessment	<p>We have focused the last two years on increasing overall academic performance in writing and mathematics and both of those goals were met. Our teachers have worked hard to assess students and to ability group to better meet their needs. We have focused on meeting the needs of our higher achieving students. We believe that these things have lead to the increase in math scores.</p> <p>We have also adopted a school wide rubric for writing. We have given writing samples three times a year and have analyzed the data from those writing samples to determine next teaching steps. We believe that this has helped us improve our overall writing scores.</p> <p>Our Special Education teachers have been using a push in model for mathematics and that may be a contributing factor to the growth of our IEP students.</p>
Academic Growth	Students with disabilities will grow at the rate prescribed by the MAPS reading assessment	All students with disabilities did not grow at the rate prescribed by the MAPS reading assessment	
Academic Growth Gaps	Students that are part of the Growth gaps group will grow at the rate prescribed by the MAPS math assessment	Students that are part of the growth gap groups did not grow at the rate prescribed by the MAPS math assessment	
Postsecondary & Workforce Readiness			

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**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Based on 3 years of CSAP data Clear Sky Elementary's trend in writing has been growing. Going from 60% of the students being proficient or advanced to 64% then to 68%	We have met our goals in the area of writing achievement. While we score higher as compared to the rest of the state in writing than we do reading and mathematics, it is still the area where the fewest number of our students are proficient of advanced. This proved to be true with the new PARCC assessment as well.	We attribute our increase in writing achievement to our creation of a school wide writing rubric. We have used this rubric to assess students 3 times throughout the year. We have used the data from those assessments to drive instruction.
	The percentage of first graders who scored at benchmark between 2011-2014 increased from 72% to 74% and then decreased to 67% as measured by the DRA2.		
	The percentage of 3 <sup>rd</sup> Graders who scored at benchmark between 2011-2014 has decreased from 76% to 72% to 67% as measured by the DRA2.		
	Based on 3 years of CSAP data Clear Sky	We have shown	We have shown steady growth in our math

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Elementary's trend in math has been increasing. The number of students proficient or advanced went from 73%, to 77% to 79%. However with the new PARCC assessment this is the area where we were the lowest achieving, just barely above the state average in all grade levels.	steady growth in the overall academic achievement of our students in mathematics	achievement scores. We have used the data from assessments to ability group students in math. We have compacted the curriculum for students that are capable of working at an accelerated pace
Academic Growth	Based on 3 years of CSAP data it is determined that CSE is not making adequate growth in the area of mathematics. Median Growth Percentiles have gone from 51 to 49 to 50		We have not focused enough on our academic growth gap students to assure that their needs are being met. We have not used data effectively in the area of mathematics to drive instruction.
Academic Growth Gaps	<p>Students with disabilities have demonstrated varying growth in reading over the last 3 years going from 50 to 45 back to the 50th percentile.</p> <p>Students with disabilities have also demonstrated inconsistent growth in writing going from the 42<sup>nd</sup> to the 68<sup>th</sup> to the 60th percentile.</p>	<p>Academic growth gaps in mathematics is our greatest area of need. We were approaching overall in this category and fell to "Does not meet" for our English Learners.</p> <p>While our growth for</p>	<p>IEP- Lack of effective communication between classroom teachers and special education providers.</p> <p>Lack of an effective diagnostic tool to determine skill gaps for students in mathematics. Lack of targeted instruction in gap areas. Focus on grade level curriculum</p>

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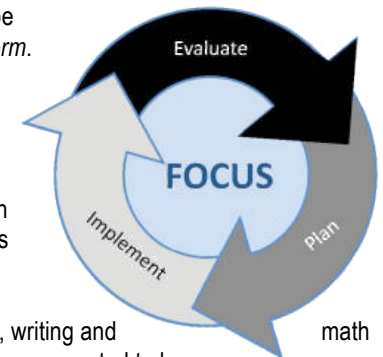
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Students with disabilities have also demonstrated inconsistent growth in mathematics going from the 42nd to 41 <sup>st</sup> to 51st percentile.	students with disabilities in mathematics has grown it is not at a pace that will allow them to catch up.	
	In the area of mathematics students that are eligible for free and reduced lunch have demonstrated varying growth in mathematics over the last 3 years going from the 36 to 46 back down to the 40th percentile.		We have not focused enough on our academic growth gap students to assure that their needs are being met. We have not used data effectively in the area of mathematics to drive instruction.
Postsecondary & Workforce Readiness			

## Section IV: Action Plan(s)

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

### School Target Setting Form

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



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

**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA		78% of learners in each grade level K-2 will be at or above grade level with their I-Ready assessments	80% of learners in each grade level K-2 will be at or above grade level on their I-Ready assessment	I-Ready Running Records	Increased professional development around differentiation  Professional Development LIFT strategies
		READ					
		M		75% of learners in each grade level will be at or above grade level on their I-Ready assessments	78% of learners in each grade level will be at or above grade level on their I-Ready assessments	I-Ready Envision Math Assessment	Data discussions regarding math and differentiating instruction.  Focus on teaching math in small groups as opposed to whole class
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		60% of students will make the prescribed growth on the I-Ready assessment	62% of students will make the prescribed growth on the I-Ready assessment	I-Ready Running Records	Increased collaboration with the special education staff  Additional professional development in LIFT strategies

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		M		60% of students will make the prescribed growth on the I-Ready assessment	62% of students will make the prescribed growth on the I-Ready assessment	I-Ready Envision assessments	Data discussions regarding math and differentiating instruction.  Focus on teaching math in small groups as opposed to whole class.  Additional professional development opportunities on effective mathematics instruction
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA		60% of students that are in the growth gap groups will make the prescribed growth on the I-Ready assessment	62% of students that are in the growth gap groups will make the prescribed growth on the I-Ready assessment		Increased collaboration with the special education staff  Additional professional development in LIFT strategies  Clustering of ESL and Sped students in classrooms  PD opportunities for clustered classrooms  PD in co-teaching

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		M		60% of students that are in the growth gap groups will make the prescribed growth on the I-Ready assessment	62% of students that are in the growth gap groups will make the prescribed growth on the I-Ready assessment		<p>Data discussions regarding math and differentiating instruction.</p> <p>Focus on teaching math in small groups as opposed to whole class.</p> <p>Clustering of ESL and Sped students in classrooms</p> <p>PD opportunities for clustered classrooms</p> <p>PD in co-teaching</p>
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

### Action Planning Form for 2015-16 and 2016-17

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

**Major Improvement Strategy #1:** \_\_ Clustering of identified students in classrooms and professional development around working with their targeted group of learners  
**Root Cause(s) Addressed:** \_\_ Our team has determined that there is not enough targeted instruction to the specific needs of English Learners and SPED in the area of mathematics.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Cluster Students	Aug 2015		Classroom teachers			Complete
Professional Development on working with cluster group	On-going		Specialist Classroom teachers			Begun- PD day in Sept
Professional Development on Co-teaching	Spring 2015 Fall 2015		Specialist Classroom teachers			By December about half of our cluster teachers have participated in a co-teaching professional development
Co-teaching in the classroom	On-going		Specialist Classroom teachers			In progress

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\* 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.

1. **Major Improvement Strategy #2:** Professional development in effective strategies for teaching mathematics
2. **Root Cause(s) Addressed:** Our team has determined that we are focusing too much on low level skills on our instruction of mathematics and not the application of those skills to real world problems.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
BRT and classroom teacher attend math workshop in California	Jan 2016		Kim Herman Kelly Key	\$3,000- feeder and school money		In progress
BRT and Kelly Key share what they learned	Feb 2016		Kim Herman Kelly Key			Not begun
Professional Development on higher level math teaching strategies during PD day	Feb 2016		Kim Herman			Not begun
On-going PD during staff meetings	On – going		Kim Herman			Not begun

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

**Major Improvement Strategy #3:** \_\_\_\_\_ **Root Cause(s) Addressed:** \_\_\_\_\_

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

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

## Section V: Appendices

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

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

School Code: 0265

School Name: CLEAR SKY ELEMENTARY